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ABSTRACT

The Rural Youth Program, a model Neighborhood Youth Corps program based on previous research, was designed to maximize social and occupational adjustment of rural youth in the North Central States. Although the program's first year (1972-73) was not a full year, it was initially evaluated at three sites (northern Minnesota, southern Iowa, and central Nebraska) to: (1) test the effectiveness of the program guidelines; and (2) gather baseline data on the experimental and control groups for this evaluation. Questionnaires were mailed to both the experimental and control groups approximately 6 months after most of the youths had completed high school. Respondents were grouped according to: (1) youths who entered a post-high school educational or training institution; (2) youths who did not enter a post-high school institution but left their community in 1972-73; and (3) youths who did not migrate from their community in 1972-73. Criterion measurements for this evaluation were: (1) preparation of participants for the world of work; (2) post-high school education or training; (3) post-high school employment--job hunting behavior, job characteristics, and job satisfaction; and (4) social participation behavior. A longer observation period was recommended in order to obtain a more accurate measure of program effectiveness. (NQ)

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FINAL REPORT

on

AN EVALUATION OF THREE EXPERIMENTAL RURAL YOUTH PROJECTS: THE PROJECTS' FIRST YEAR

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by
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to

MANPOWER ADMINISTRATION
U. S. DEPARTMENT OF LABOR

from

NORTH STAR RESEARCH INSTITUTE
3100 38th Avenue South
Minneapolis, Minnesota 55406
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16. Abstracts

A model program for rural youth in the North Central states, which was the result of previous research in the North Central region, was evaluated after one year of operation. The purpose of the evaluation was to test the effectiveness of the program in attaining its goals of better occupational and social adjustment of participating rural youth. The program was tested at three different sites -- in northern Minnesota, southern Iowa and central Nebraska. The results of the evaluation show no statistically significant difference between youth from the experimental sample who participated in the program's first year and youth from the control sample who did not participate.

The program's first year was not a full-year program and, in Iowa, was not carried out according to the guidelines established for it. For these

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Abstract (Continued)

reasons the evaluation outlined in this report is not an adequate test of the Rural Youth Program as it was designed to be operated. The Program was continued for a second year in Minnesota and Iowa and a separate evaluation will be made of the program's second year in these two states.

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ACKNOWLEDGEMENTS

It is not possible, of course, to acknowledge the contributions of everyone who cooperated in the study. We are particularly indebted to the administrators and staff members of the Experimental Rural Youth Programs and the NYC programs who went out of their way to cooperate with us. We are also indebted to the administrators and staff members of the high schools that are participating in this study.

At the U. S. Department of Labor, Dr. Howard Rosen and his staff, in particular, Dr. Harry Lieberman, were very helpful to us in carrying out the research aspects of the program. Furthermore, Mr. Merwin Hans, Director, Office of Employment Development Programs, without whose interest and support the study could not have been conducted, and Ms. Peggy McClow, Manpower Specialist in the Division of Work Experience Programs, were very helpful to us in many ways.

At the regional offices of the U. S. Department of Labor, Mr. Harold Mahan, Associate Manpower Administrator for Iowa and Nebraska, and Mr. Richard Palmore and Mr. Mel Howard, Associate Manpower Administrators for Minnesota and their staffs, in particular, Adrian Curtiss and Woodrow Austin of the Kansas City office and David Johnson of the Chicago office, responded to every request for help.

Finally, we wish to thank Sharon Strom, Norma Hruska, Mary Hoaglund, and Marie L. Allen who acted as liaisons between research and operation staff and collected much of the data used to write this report.

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INTRODUCTION

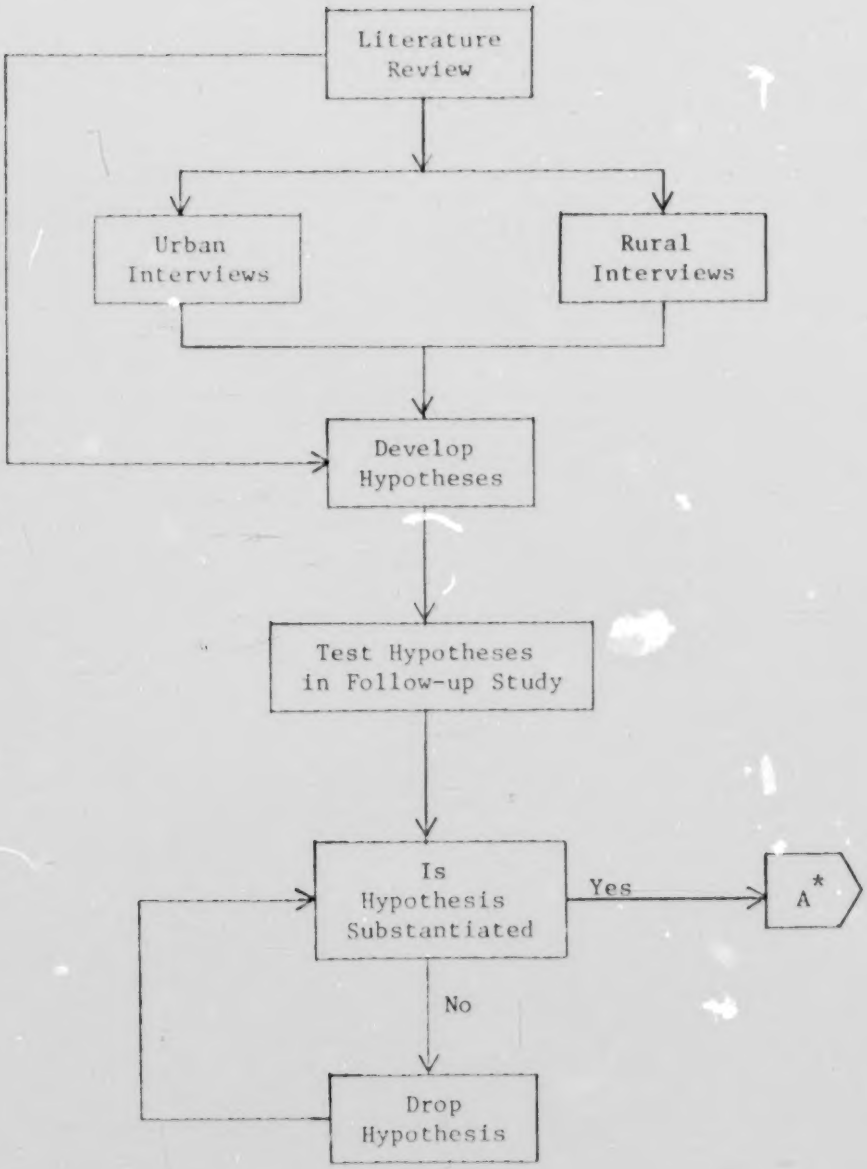
How the Rural Youth Program was Developed

In 1968 North Star Research Institute began a research study for the Manpower Administration aimed at developing a model NYC program to meet the needs of rural youth in the North Central States. The first phase of the study was designed to identify the factors that influence the future well-being of young people who grow up in the rural parts of the North Central States. During this phase of the research, opinions of three groups of experts -- those who publish, rural community leaders who deal with youth, and urban leaders who deal with youthful rural-to-urban migrants -- were used to develop hypotheses concerning the factors that affect the later occupational and social adjustment of rural youth. These hypotheses were then tested in a longitudinal study of a cross section of young adults who had grown up in rural areas in the region.[1/] The flowchart on Page 2 (Part A) delineates the design of this first phase of the study.

1/ Miles, G. H., "Phase 1 -- Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth", prepared for the Office of Manpower Policy, Evaluation, and Research; U. S. Department of Labor (1968).

Miles, G. H., "Survey of Recent Literature Relevant to Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth", prepared for the Office of Manpower Policy, Evaluation, and Research; U. S. Department of Labor (1968).

Miles, G. H., Henry, W. F., and Taylor, R. N., "Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth, Phase 2: A Follow-up Study of 1144 Young Adults", prepared for the Manpower Administration; U. S. Department of Labor (1969).



PART A

DESIGN FOR PHASE 1 OF THE STUDY
"OPTIMIZING THE BENEFITS OF THE NEIGHBORHOOD YOUTH CORPS FOR RURAL YOUTH"
(Report Submitted August 1969)

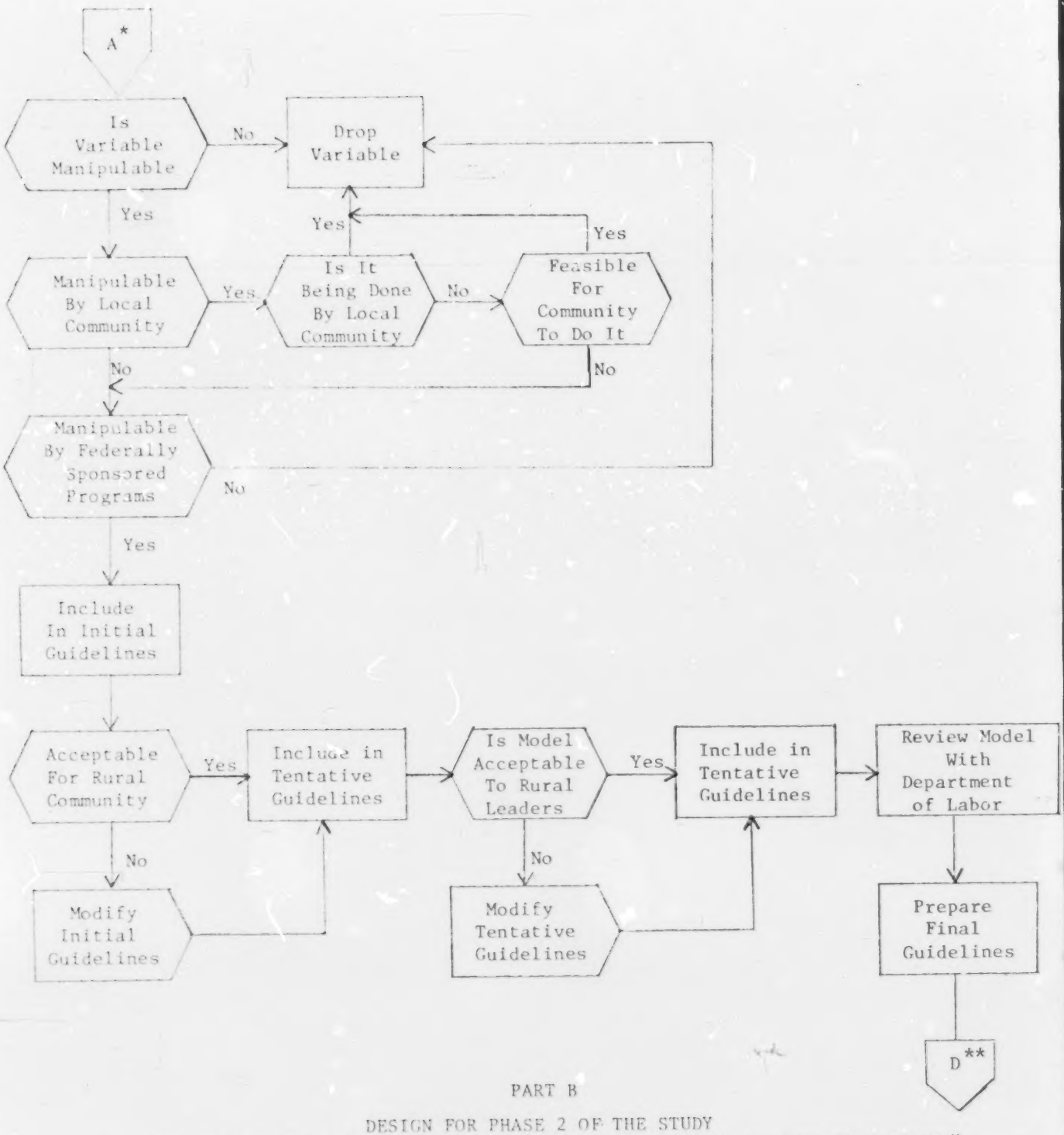
*Go to page 4

During the second phase of the study, the hypotheses that were substantiated in the longitudinal study were used to develop guidelines for a model program.[2/] The steps taken to convert the research findings to program guidelines are delineated in the flowchart on Page 4 (Part B).

2/ Miles, G. H., "Guidelines for an Experimental Rural Youth Program for the North Central States", prepared for the Manpower Administration, U. S. Department of Labor (1971).

Miles, G. H., and Thompson, D. L., "Three Model Projects for an Experimental Rural Youth Program", prepared for the Manpower Administration, U. S. Department of Labor (1971).

Miles, G. H., and Thompson, D. L., "Handbooks for the Experimental Rural Youth Program", prepared for the Manpower Administration, U.S. Department of Labor (1971).



PART B

DESIGN FOR PHASE 2 OF THE STUDY
"OPTIMIZING THE BENEFITS OF THE NEIGHBORHOOD YOUTH CORPS FOR RURAL YOUTH"
(Report Submitted May 1971)

*From page 2

**Go to page 10

Major Features of the Rural Youth Program as Outlined in the Original Guidelines

The program guidelines that were developed through this process of research and analysis differed so markedly from the basic NYC concepts that the program has been named "Rural Youth Program" rather than "Rural NYC".

The program has both in-school and out-of-school enrollees. It has a summer program that emphasizes urban living experience and selected skill training; it has a school-year program which provides the enrollees with specified services, experiences and training that the community is unable to provide. Within the limits of a prescribed set of program components the program is individualized to fit the needs of each enrollee.

The eligibility requirements are liberal: poverty, geographical and social isolation, and inadequacy of the existing educational system are reasons for eligibility. Work experience is a component, but is utilized as a counseling tool, not as an end in itself. Only those enrollees who meet established poverty criteria are paid for participation. Counseling is provided from two sources: the project has full-time counselors, and a member of the regular teaching staff of each participating school is hired as a part-time project employee.

The components from which the project director can develop his program are listed below. Those components marked "*" are mandatory for all enrollees.

* Intake
* Assessment
* Counseling
  - Vocational/Educational
  - School
  - Personal/Coaching

* Orientation
Education
Training
Work Experience

*Orientation to Work and Higher Education
  *World of Work Information
  *Orientation to Higher Education
  *Occupational Familiarization
  *Orientation to Armed Services
Social Skills Development
  Preparation for Urban Living
  Financial Training
  Leadership Development
  Driver Education
Supportive Services
  *Health Services
  Transportation
  Day Care
Opportunity Development
  Job Development
  Placement
  Follow-up

The results of the original research indicated that rural communities vary widely in what they can offer their youths; the model program was therefore designed to be flexible enough that each project director could fit the program content to the needs of the youths that the program was trying to serve. The program guidelines allowed sponsors and project directors considerable freedom in determining the program content that was to be used in the rural area served by their project.

THE APPROACH USED TO EVALUATE THE RURAL YOUTH PROGRAM

Evaluation Design

The rural areas in the North Central states do not provide a homogeneous economic climate within which to test a new social program. Rather, there are three major rural economies, each posing a different set of occupational and social problems for the youths growing up in the rural communities involved. Roughly, these economies are defined geographically as the Corn Belt, the Great Plains, and the Northern Forest Region.

Our evaluation design therefore provided for three separate experimental projects -- one in northern Minnesota (the Northern Forest Region), one in southern Iowa (the Corn Belt), and one in central Nebraska (the Great Plains). One group of youths in each state would be enrolled in the new program; a matched group of youths would not be offered the program.[1/]

An effort was made to select two areas in each state that were socioeconomically comparable.[2/] Communities in one area were offered the model program, those in the other were not. As a result, although youths were not randomly assigned to experimental and control groups, it could be expected that the two groups of youths would be exposed to very similar social, community and educational environments.

1/ Ideally, youths would have been assigned randomly to experimental and control groups. Such random assignment, however, was not suited to the voluntary character of the model program. Furthermore, it was apparent that local community leaders and school administrators would have opposed any program that was available to some youths who were eligible but not to other young people in the same school who were equally eligible. Consequently, it was decided to construct experimental and control groups that would be as closely matched as possible.

2/ See Appendix C, "Characteristics of the Experimental and Control Communities"

Youths from the experimental area who participated in the Rural Youth Program were individually matched with youths in the control area for sex, race and intelligence.

The flowchart on page 10, entitled "Part C", summarizes the overall evaluation design.

Criterion Measures

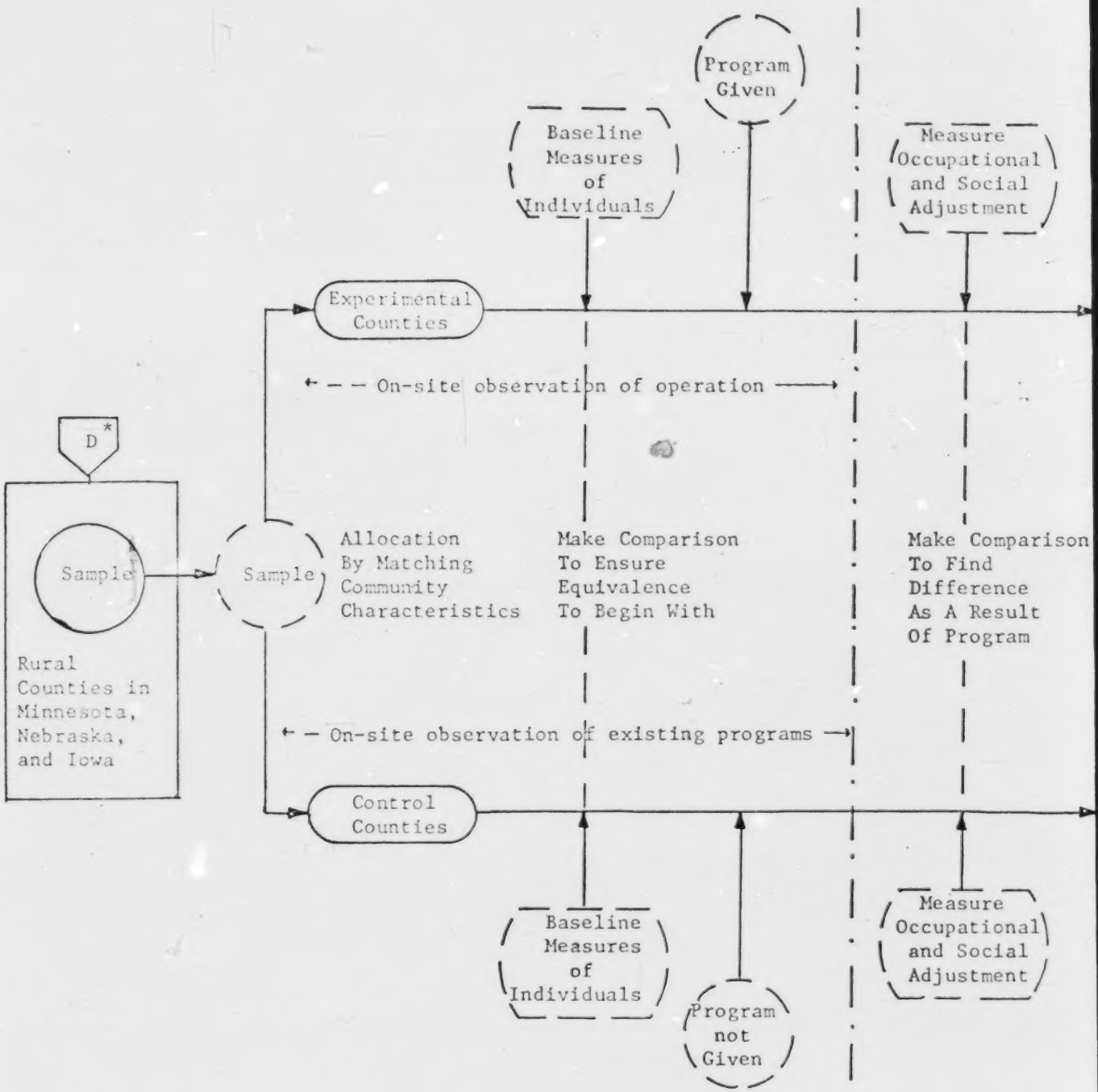
The primary objective of the experimental program was "the placement of an enrollee into a job, a higher education experience, or an additional training opportunity that would not otherwise be available to him". A second objective was to aid rural youth in making a transition from rural to urban living, if that was their choice.

The evaluation of the degree to which the program was successful in achieving these goals is based on a broad range of occupationl and social adjustment measures. The following is a complete list of the criterion measurements:

1. Preparation for the World of Work
   - High school graduation
   - An idea of the type of work desired
2. Post-High School Education or Training
   - Post-high school institutional education or training
   - Type of post-high school institutional education or training
   - Subject dropped out of post-high school institutional education or training
3. Post-High School Employment
   a. Job-Hunting Behavior
      - Amount of time spent looking for work
      - Applications for jobs
      - Interviews for jobs
      - Offers of jobs

   b. Job Characteristics
      - Type of job
      - Number of weeks employed
      - Salary earned

   c. Job Satisfaction
      - Subject found type of job desired
4. Social Participation Behavior
   - Knowledge of recreational facilities
   - Knowledge of essential facilities
   - Subject spends weekends in the new town or city


Program Given
Baseline Measures of Individuals
Measure Occupational and Social Adjustment
Experimental Counties
On-site observation of operation
D*
Sample
Sample
Allocation By Matching Community Characteristics
Make Comparison To Ensure Equivalence To Begin With
Make Comparison To Find Difference As A Result Of Program
Rural Counties in Minnesota, Nebraska, and Iowa
On-site observation of existing programs
Control Counties
Baseline Measures of Individuals
Program not Given
Measure Occupational and Social Adjustment

*From page 4

PART C

STUDY DESIGN FOR

EVALUATING PROGRAM EFFECTIVENESS

The variables examined under the first general category are not directly related to the model program objectives, but they may be associated with the attainment of the objectives. The failure of a youth to complete high school or the failure of a youth to decide on a possible career by the time he leaves high school may have a detrimental effect on his ability to adjust to a full-time job.

The variables examined in the second general category apply to youths who entered college or some other post-high school educational or training institution. The short observation period of the evaluation limited the number and variety of the variables in this category that could be used for comparison. The number of youths entering a post-high school institution, the type of institution (college or other), and the dropout ratio were the criterion measures used to compare youths in the experimental and control samples.

Youths who did not enter a post-high school institution are grouped into two categories, those who migrated from their local community and those who did not. The variables examined under the third general category are grouped into the following subcategories: job hunting behavior, job characteristics, and job satisfaction.

The original North Star study showed that many young people who migrated to larger towns and cities after graduation from high school were not able to adjust to the new surroundings. Again, the short observation period of the evaluation limited the variety of variables of this type that could be used for comparison. Knowledge of the recreational and essential facilities of the new town or city and "weekends in the city" are the variables used for the fourth general category.

Previous Evaluation Reports

North Star field staff on site at each project and North Star professional staff who traveled to the three projects collected detailed information about how the project was being operated, how the guidelines were being interpreted, and the difficulties encountered in applying the guidelines to practical situations. These data show what the program actually is, as contrasted with what it was intended to be. This information is contained in the first report of the evaluation phase of the research study.[1/]

Extensive data were gathered on the experimental and control subjects to ensure that the control and experimental subjects were adequately matched, and to provide a baseline needed for this test of the effectiveness of the program in attaining its goals. These data were the subject of a report submitted to the Department of Labor in September 1973.[2/]

The initial evaluation quickly disclosed that the project directors in the three states had used the flexibility that the program allowed them in different ways. There were, in fact, three quite different programs being evaluated.

The matching of experimental and control subjects was found to be adequate, with one exception. At the request of the Department of Labor, an American Indian subgroup was added to the Minnesota experiment. An adequate number of American Indian control subjects was not available, so no attempt was made to match the experimental and control groups in this case.

1/ Reid, J. M., "An Evaluation of Three Experimental Rural Youth Projects", prepared for the Manpower Administration, U. S. Department of Labor (1973).

2/ Reid, J. M. and Miles, G. H., "An Evaluation of Three Experimental Rural Youth Projects: Baseline Data for Experimental and Control Groups" prepared for the Manpower Administration, U. S. Department of Labor (1973).

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Barriers to Implementing this Design

The authors do not consider the evaluation that is outlined in this report to be an adequate test of the effectiveness of the Rural Youth Program as it was designed to be operated.

Two sets of factors combined to prevent any meaningful evaluation of the model program from the 1972-73 projects. First, although tentative agreement was reached in February 1971 that the experimental projects should be funded, funding was not completed until May 1972. The summer program was started in June 1972. The local sponsors did not have adequate time in which to hire and train staff, set up offices, publicize the program, recruit enrollees and do the many other tasks that are required in starting any new program. It is difficult for a new rural program to become fully operational in its first year, under ideal conditions. Rural community leaders are generally suspicious of federally sponsored programs. Their interest, cooperation and support are not earned overnight.

Because of the late funding, the Summer Program was not carried out in Minnesota, and the Summer Programs in Iowa and Nebraska were a makeshift effort that did not include the kind of skill training and urban experience outlined in the guidelines. The In-School Program was not fully organized and operating smoothly until after the Christmas vacation.

Also, the way in which the project was administered gave the evaluators no control over the manner in which the program was carried out. Ordinarily this restriction would be desirable. In this case, however, the flexibility of action afforded to the three project sponsors led to a situation in which the intent of the program guidelines was not reflected in the projects, especially in the Iowa project.

These problems were recognized early in the year; a decision was made by the Department of Labor to fund the Iowa and Minnesota projects

0022

for an additional year (1973-1974) under administrative procedures that would ensure project compliance to the intent of the guidelines.[1/]

Although it was recognized that the overall 1972-73 program was neither the program intended by the guidelines nor a full-year program, it was agreed that an evaluation would be carried out as planned in order to determine whether the projects as carried out resulted in any measurable benefits to the enrollees. The evaluation of the 1972-1973 experimental projects can be no more than a preliminary evaluation of the success of the Iowa and Minnesota models. The upcoming evaluation of the 1973-74 programs in Iowa and Minnesota must be viewed as the first meaningful evaluation of the Rural Youth Program[2/] in the Corn Belt and the Northern Forest regions.

Although the inexperience of the Nebraska sponsoring agency and project staff led to a number of administrative problems that influenced program implementation, the project did follow the general intent of the guidelines. The project showed that manpower and educational services can be adequately delivered to a sparsely settled region such as the Sandhills.

[1/] North Star did not recommend that the Nebraska model project be continued; however, there was sufficient local interest and support of the program for the Department of Labor regional office in Kansas City to recommend that it also be extended for a year. (Because it was thought that sufficient information about the Nebraska model had been obtained during the 1972-1973 program, no evaluation is being made of the 1973-1974 program in Nebraska.

[2/] The evaluation report for the 1973-1974 program year will be available in February 1975.

RESULTS OF THE EVALUATION

Survey Bias

The evaluation of this 1972-1973 model project is based on a questionnaire that was sent to both groups of youths (experimental and control) in November and December 1973. This was approximately 6 months after most of the youths had completed the senior year of high school.

The data on return of the evaluation questionnaire, which are tabulated in Appendix A, agree with findings reported in the literature that the likelihood of response to a mailed questionnaire increases with education and IQ.

To the slight extent that such a tendency exists, there is a bias introduced in the data by the failure of lower IQ youth who did not go into college to respond to the questionnaire. Still, enough youths in the lower IQ groups did respond to give representation.

The pattern of response by IQ (or class quartile) and college attendance is the same for both the control and experimental groups. Thus, for analytic comparisons of these two groups, the differential response of different IQ groups to the questionnaire introduces no bias.

Observation Period of the Evaluation

The evaluation of the experimental program is based on a 6-month observation of the labor force participation of the research subjects. For such a short observation period only a limited amount of occupational data are available on each subject. The 6-month observation period includes the summer months following graduation from high school; the availability of seasonal employment may have caused some youth to postpone the search for full-time permanent employment until the fall. Youths who enrolled in post-high school educational or training institutions have attended these institutions for only 2 to 3 months. At this time it is impossible to estimate how many will complete their educational or training programs.

Furthermore, the data on the job seeking behavior of the two samples show that a similar number of youth looked for jobs, but, at the end of six months, fewer experimental youth were employed. This leads one to hypothesize that youth who participated in the experimental program may be more discriminatory and selective in their job seeking behavior. A longer observation period may make it possible to determine whether this is true and if these youth are able to obtain better jobs.

In order to obtain a more accurate measure of program effectiveness of the 1973-1974 program, an observation period of 12 to 15 months is recommended. A longer observation period would delay the completion of the 1973-1974 evaluation, but the advantage of a more complete and accurate evaluation would appear to outweigh the disadvantage of waiting an additional 6 to 9 months to obtain the results.

p. 13 Mark

Incomplete Responses to the Questionnaire

Because some respondents will not answer certain questions, the information used for the evaluation is not complete. Of the three categories of respondents -- college, noncollege migrant and noncollege nonmigrant -- the noncollege nonmigrant respondents provided the least complete data.

In order to obtain more complete information for the evaluation of the 1973-1974 program, the questionnaire is being redesigned; the telephone numbers of all research subjects have been obtained and, when they send in the coupon for their five-dollar payment for completing the questionnaire, respondents will be asked to provide a telephone number where they can be reached. This will make it possible for research staff to contact respondents and to seek information that was not provided on the respondent's questionnaire.

0026

The High Percentage of Youths in the Nebraska Control Sample who Enrolled in Post-High School Institutions

The primary purpose for including a Nebraska project was to determine whether manpower services could be successfully delivered to geographically isolated communities in the Great Plains section of the North Central states. The Nebraska experimental project showed that this can be done.

The Nebraska experimental and control samples appeared to be well matched. The socioeconomic characteristics of the two areas were similar. There was no statistical difference between the two groups of research subjects with respect to the individual matching variables of sex, race and intelligence. The Sandhills, the experimental area, has a social and cultural identity that is not found in the control area. However, there was no reason to believe that this would have a major influence on the post-high school behavior of the research subjects. The outmigration pattern for the experimental and control areas was similar.

Nevertheless, the significant difference between the two samples with respect to post-high school status suggests that the two samples are not well matched. The difference between the Nebraska control sample and the Minnesota and Iowa experimental and control samples indicates that some unaccounted for influence produced a much higher post-high school enrollment ratio for the Nebraska control sample, one that makes the Nebraska control sample different from the other samples at a statistically significant level.

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The Problem of Finding an American Indian Control Sample

The original research study included only a small number of minority youths.[1/] The number was not large enough to provide reliable data; therefore, the results of the study could not be generalized to minority youths. Nevertheless, the Department of Labor requested that the Minnesota experimental project serve the larger Indian reservations in Minnesota. A large number of minority youths participated in the Minnesota project. The distribution of the remaining Indian population in Minnesota made it difficult to locate a suitable control group. The three rural high schools with the largest number of reservation Indian youths not covered by the experimental project were added to the control group, but because of the small number of Indians in these schools, we were still not able to provide an adequate control group for the Indian program participant.

A smaller proportion of American Indian than of white youth responded to the mailed questionnaire. Because of the small number of respondents in the control sample, a statistical analysis of the data for the American Indian experimental and control samples is not warranted.

[1/] Minority youths are less than 1 percent of the youth in the rural areas of the North Central states.

0028

In order to make it possible to evaluate the 1973-1974 American Indian experimental sample, the following steps will be taken:

- Schools with American Indian students will be added to the control group of schools.
- The mailed questionnaire will seek direct information from the youths about their racial ancestry.
- American Indian nonrespondents will be contacted directly to ensure a high response rate.

Comparison of NYC Enrollee Respondents from the Control Sample with Summer Enrollee Respondents from the Experimental Sample

The number of Nebraska control respondents who were enrolled in NYC is so small that no analysis of this group is possible. The NYC youths in Minnesota and Iowa were matched with economically disadvantaged youths who participated in the experimental summer program.[1/] With respect to the criterion measures used in this evaluation the experimental and control subgroups of NYC enrollees and summer experimental program enrollees do not differ at a statistically significant level. (The data for this analysis are in Appendix J.)

1/ In order to participate in NYC, youths must be economically disadvantaged. The NYC programs in the Iowa and Minnesota control counties are primarily summer programs.

THE ORGANIZATION OF THE EVALUATION

Each of the three model projects is evaluated separately. The projects that were implemented by the program sponsors in each area are described, and their special features are specified. The experimental and control samples are compared for each criterion measure. When there is a statistically significant difference between the two samples, the difference is analyzed. When there is no statistically significant difference the data for that variable are displayed in the tables in the appendices.[1/]

Experimental and control respondents are placed into three groups: youths who entered a post-high school educational or training institution; youths who did not enter a post-high school institution, but migrated from the community where they lived in 1972-1973; youths who did not migrate from the community where they lived in 1972-1973. Tables 1 to 3 show the proportions of research respondents who fall into these three groups.[2/]

1/ As explained on page 7, research subjects were not assigned randomly to experimental and control groups. Because of this some of the assumptions of the statistical test used to compare the samples are not met. This has caused us to treat the χ^2 tests conservatively and accept only those results that are significant at the $p = <.001$ level. However, because so few of the results were significant, we have included some tables in the body of the report so that the reader can identify the number of youth in each of the major categories without turning to the appendices. These categories are: youth who attended a post-high school institution, migrant and nonmigrant youth who did not attend a post-high school institution, youth who hunted for jobs and youth who were employed.

2/ The data for the Minnesota American Indian Respondents are presented in Appendix I.

p 28 blank

0031

Table 1

Proportions of Minnesota Nonminority Respondents from the Experimental and Control Samples who Entered a Post-High School Institution, who Migrated, or who Did Not Migrate

Sample	Post-High School Institution	Migrated	Did Not Migrate	Totals
Experimental	184 (61%)	64 (21%)	56 (18%)	304
Control	177 (60%)	57 (19%)	62 (21%)	296
Totals	361	121	118	600

$\chi^2 = 0.739$, df = 2; p = not significant

Table 2

Proportions of Iowa Respondents from the Experimental and Control Samples Who Entered A Post-High School Institution, Who Migrated, or Who Did Not Migrate

Sample	Post-High School Institution	Migrated	Did Not Migrate	Totals
Experimental	71 (67%)	14 (13%)	21 (20%)	106
Control	83 (52%)	32 (19%)	46 (29%)	161
Totals	154	46	67	267

$\chi^2 = 6.242$, df = 2; p = <.05

0032

Table 3

Proportions of Nebraska Respondents from the Experimental and Control Samples Who Entered a Post-High School Institution, Who Migrated or Who Did Not Migrate

Sample	Post-High School Institution	Migrated	Did Not Migrate	Totals
Experimental	98 (52%)	46 (25%)	43 (23%)	187
Control	108 (80%)	13 (10%)	13 (10%)	134
Totals	206	59	56	321

$\chi^2 = 26.9997$, df = 2; p = <.001

EVALUATION OF THE MINNESOTA PROJECT IMPLEMENTED BY THE MINNESOTA SPONSOR

General Features of the Minnesota Project

Area Served and Project Administration

The Minnesota model was designed to serve the Northern Forest region, a nonagricultural rural area where the population is distributed in "pockets" rather than being scattered, as in a typical farm-based rural area. (See Map A on page 28).

The Minnesota model project included in-school and out-of-school enrollees.[1/] The program was run by the Rural Minnesota Concentrated Employment Program; the main project office was in Detroit Lakes.

Summer Program

The 1972 summer program was limited to recruiting, testing, and counseling enrollees. Economically disadvantaged youth were placed in work experience situations with public and private nonprofit agencies. One hundred sixty-six youths participated in the summer program. Table 4 shows the participation rate, by sex, of students in schools where the summer program was offered.

Table 4

Minnesota Summer Program Participation, by Sex

	Participant	Nonparticipant	Totals
Male	78 (27%)	208 (73%)	286
Female	88 (31%)	194 (69%)	282
Totals	166	402	568

[1/] An out-of-school enrollee is a youth who has dropped out of school.

p. 32 blank

School Year Program

In its school year program the Minnesota project emphasized vocational counseling, field trips, special program orientation, supplemental education and training, and work experience.[1/]

Of those youths who attended the schools where the Rural Youth Program was offered, a very high percentage enrolled in the program. Table 5 shows the proportion of the total student body that were enrollees.

Table 5

Proportion of Participants and Nonparticipants in Schools Where the Rural Youth Program was Offered, by Sex

	Participant	Nonparticipant	Totals
Male	232 (81%)	54 (19%)	286
Female	264 (94%)	18 (6%)	282
Totals	496	72	568

Because the program was individualized to meet the needs, interests, and availability of each enrollee, not all 496 enrollees were exposed to all the program components that were offered. Each component and the proportions of enrollees who took part in it are described in the following paragraphs.

A project vocational counselor was assigned to each high school participating in the program, and members of the local high school faculties were hired to provide services to enrollees in each high school on a part-time basis. Counselors took enrollees on field trips to colleges,

1/ See Appendix D for descriptions of the special program orientation and the supplemental education and training courses.

vocational schools, and employment centers. The trips were designed to help enrollees make career choices. All of the youth enrolled in the Minnesota project participated in some aspect of the project's counseling program.

Special youth program curriculum classes were taught at the local high schools by project instructors, who were hired and trained by the Rural Youth Project staff. Field trips designed to supplement the curriculum were available to youths who participated in the course. As shown in Table 6, most of the enrollees participated in the special curriculum.

Table 6

Proportion of Program Enrollees Who Participated in the Special Youth Program Curriculum, by Sex

	Participant	Nonparticipant	Totals
Male	152 (66%)	80 (24%)	232
Female	216 (82%)	48 (18%)	264
Totals	368	128	496

Instructors at the local high schools were encouraged to expand their curricula. Administrators were persuaded to make high school facilities available for after-school education and training classes. Project staff worked with instructors at the local high schools, community colleges, and vocational schools to design supplemental offerings that would advance the program objectives and improve the current curriculum at each school. About one-third of the youth enrolled in the project participated in a supplemental class.

Table 7

Proportion of Enrollees Who Participated
in Supplemental Education and Training Classes, by Sex

	Participant	Nonparticipant	Totals
Male	70 (30%)	162 (70%)	232
Female	91 (34%)	173 (66%)	264
Totals	161	335	496

A productive work experience situation in a public or private nonprofit agency was sought for each economically disadvantaged youth. Almost half of the enrollees were placed in a productive work situation.

Table 8

Proportion of Enrollees Who Participated in Work Experience, by Sex

	Participant	Nonparticipant	Totals
Male	96 (41%)	136 (59%)	232
Female	125 (47%)	139 (53%)	264
Totals	221	275	496

MAP A

Minnesota Model Youth Project

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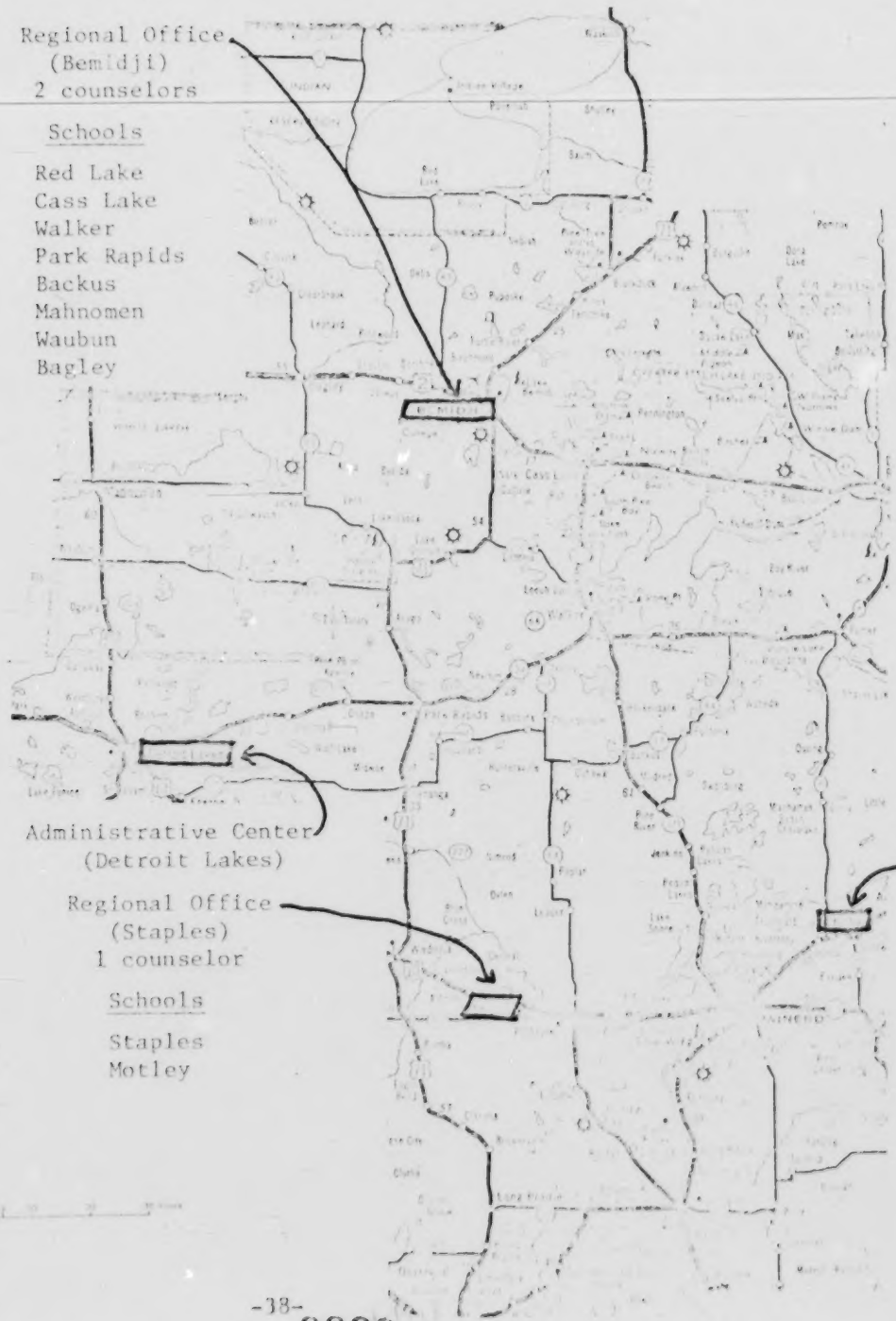
Staff

Director
Coordinator
Operations Specialist
Fiscal Officer
Secretary
Vocational Counselors (4)
School Representatives (at least one per school)



0039

Results of the Evaluation of the Minnesota Project[1/]

Preparation of High School Seniors For A Full-time Job

There was no statistically significant difference between the experimental and control samples with respect to high school graduation or having an idea of the type of work wanted when a youth looked for a full-time job.

A small number of respondents from the Minnesota experimental and control samples did not graduate. The most common reasons given for not graduating were that the classes were boring, or that the youth was marrying and needed to quit school for financial reasons.

Enrollment in A Post-High School Educational or Training Institution

Respondents who were enrolled in the Minnesota Experimental project were no more likely to enroll in a post-high school institution than respondents from the control sample. Approximately 60 percent of the respondents from both samples enrolled in a post-high school institution. The difference between the two groups of respondents is not statistically significant.

1/ The evaluation of the Minnesota project does not include the American Indian respondents. See page 25 for an explanation of why an evaluation of the American Indian enrollees is impossible to carry out.

When the youths who attended a post-high school institution are separated into those who attended college and those who attended some other type of post-high school institution, there is no statistically significant difference between the respondents from the experimental and control samples.

Only three youths from the experimental sample and two from the control sample had dropped out of college at the time of the survey. However, of those who had enrolled in a noncollege post-high school institution, 20 (or 24 percent) of the experimental respondents and 11 (or 11 percent) of the respondents from the control sample had dropped out at the time of the survey. The most important reason for dropping out of a post-high school institution was lack of money. Thirty-five percent of the dropouts from the experimental sample and 25 percent of the dropouts from the control sample gave this as their reason for dropping out of a post-high school institution. However, a variety of other reasons was also given. They were: to enlist in the armed services, to obtain a job, to marry, to enroll in another type of institution, to do something more interesting, and no reason. The difference between the experimental and control samples with respect to this variable is not statistically significant.

Post-High School Employment

Unemployment. At the time of the evaluation, youth from the experimental and control samples who were not attending a post-high school educational or training institution were employed, unemployed and looking for work, or unemployed and not looking for work. Tables 9 and 10 show the employment status of respondents to the questionnaire. There is no statistically significant difference between the two samples.

Table 9

Employment Status of Noncollege Migrant Respondents from the Minnesota White Experimental and Control Samples

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	42 (66%)	12 (18%)	10 (16%)	64
Control	48 (84%)	4 (7%)	5 (9%)	57
Totals	90	16	15	121

χ^2 = 5.681, df = 2; p = not significant

Table 10

Employment Status of Noncollege, Nonmigrant Respondents from the Minnesota White Experimental and Control Samples

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	34 (61%)	18 (32%)	4 (7%)	56
Control	48 (78%)	10 (16%)	4 (6%)	62
Totals	82	28	8	118

χ^2 = 4.382, df = 2; p = not significant

0042

Job Hunting Behavior. Young people were asked to provide information about their job hunting behavior. They were asked about the number of weeks they had spent looking for a job, the number of job applications they had submitted, the number of job interviews they had obtained, the number of job offers they had received, and whether they had had a hard time finding work. Some youths, especially nonmigrants, from both samples were reluctant to provide information about their job hunting behavior. This situation makes it impossible to do statistical tests of these data. Furthermore, unless they had actively looked for a job, most youth did not provide this information. Youths who worked with or for parents, relatives, or friends had not actually hunted for a job. Table 11 shows the job hunting status of experimental and control respondents. There is no statistically significant difference between the two samples.

Table 11

Proportion of Minnesota White Respondents from the Experimental and Control Samples Who Had Hunted for a Full-Time Job

Sample	Hunted For A Job	Did Not Hunt For A Job	Totals
Experimental	78 (65%)	42 (35%)	120
Control	76 (64%)	43 (36%)	119
Totals	154	85	239

$\chi^2 = 0.034$, df = 1; p = not significant

Job Characteristics of Employed Youths. Experimental and control respondents who were employed did not differ from one another at a statistically significant level with respect to the "job characteristic" criterion measures.

Job Satisfaction of Employed Youths. Experimental and control espondents did not differ from one another at a statistically significant level when compared for the job satisfaction criterion measure.

Social Participation Behavior

There is no statistically significant difference between the migrant respondents from the two samples with respect to their knowledge of the existence and location of recreational and essential facilities in a new town or city.

Earlier research by North Star has shown that youthful rural migrants to a new city or town tend to leave the city on weekends. They return to their homes in small rural communities for the weekend because the city is foreign to them. With respect to this variable there is no statistically significant difference between the two samples.

EVALUATION OF THE IOWA PROJECT IMPLEMENTED BY THE IOWA SPONSOR

General Features of the Iowa Project

Area Served and Project Administration

The Iowa model was designed to serve agricultural areas located in the Corn Belt Region. (See Map B on page 48)

The Iowa model project included in-school and out-of-school enrollees. The program was run by the MATURA Community Action Agency; the main project office was in Creston, Iowa.

Summer Program

The 1972 summer program included the following components: special program curriculum, testing, counseling and selected skills training. Forty-three economically disadvantaged youths participated in the summer program. Table 12 shows the participation rate of students, by sex, in schools where the summer program was offered.

Table 12

Iowa Summer Program Participation, by Sex

	Participant	Nonparticipant	Totals
Male	18 (17%)	89 (83%)	107
Female	25 (29%)	62 (71%)	87
Totals	43	151	194

p. 44 blank

School Year Program

The school year program emphasized vocational counseling and career exploration. Field trips to a large metropolitan area were also provided.

Of those youths who attended the schools where the Rural Youth Program was offered, about 71 percent enrolled in the program. Table 13 shows the proportion of the total student body that were enrollees.

Table 13

Proportion of Participants and Nonparticipants in Schools Where the Rural Youth Program was Offer by Sex

	Participant	Nonparticipant	Totals
Male	76 (71%)	31 (29%)	107
Female	62 (71%)	25 (29%)	87
Totals	138	56	194

Because the program was individualized to meet the needs, interests, and availability of each enrollee, not all enrollees were exposed to all the program components that were offered. Each component and the proportion of enrollees who took part in it are described in the following paragraphs.

The program equipped and operated two community centers. Equipment and materials were provided for several "exploration stations". These stations contained all the materials needed for a youth to conduct a preliminary exploration in a selected skill area, such as plumbing, masonry, nursing, photography, etc.[1/] The project also persuaded some local employers and tradesmen to provide youths with an opportunity to observe a person practicing his skill. Most of the enrollees participated in the exploration activities.

Table 14

Proportion of Enrollees Who Participated in Exploration Activities, by Sex

	Participant	Nonparticipant	Totals
Male	70 (92%)	6 (8%)	76
Female	52 (84%)	10 (16%)	62
Totals	122	16	138

A project vocational counselor was assigned to each community center. The Iowa project did not hire local high school faculty members to provide services to enrollees in each high school. The education and training and counseling components were supplemented with frequent field trips to educational and training institutions and to regional employment centers. These trips were an integral part of the counseling activities. All but 12 enrollees participated in the counseling component of the Iowa project.

[1/] See Appendix D for a complete list of the "exploration stations".

MAP B

Iowa Model Youth Project

Staff

Director
Job Specialist
Fiscal Officer
Secretary
Vocational Counselors (2)
Community Center Coordinators(2)
Instructors (4)

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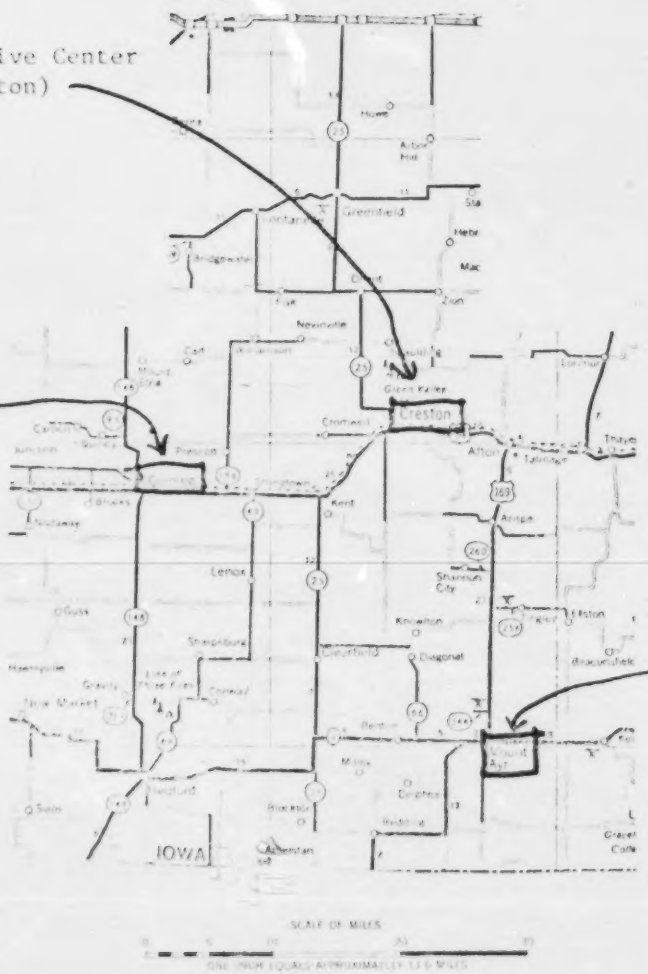
Administrative Center
(Creston)



Community Center
(Corning)

1 Center Coordinator
1 Counselor
2 Instructors

School

Corning

Community Center
(Mt. Ayr)

1 Center Coordinato
1 Counselor
2 Instructors

Schools

Mt. Ayr
Diagonal
Kellerton

Results of the Evaluation of the Iowa Project

Preparation of High School Seniors for a Full-time Job

There was no statistically significant difference between the experimental and control samples with respect to high school graduation or a youth's having an idea of the type of work wanted when he/she looked for a full-time job.

Only two respondents, both from the control sample, did not graduate. One youth said that he did not graduate because the classes were boring; one youth said he got married.

Enrollment in a Post-High School Educational or Training Institution

A majority of the respondents from both samples enrolled in a post-high school institution; 67 percent of the respondents from the experimental sample and 52 percent of the respondents from the control sample enrolled in a post-high school institution. The difference between the two groups is not statistically significant at the desired level.

Among those who enrolled in a post-high school institution, the respondents from both samples tended to enroll in a college rather than a noncollege post-high school institution. The difference between the two samples is not statistically significant at the desired level.

One female respondent from the experimental sample, and one male and three female respondents from the control sample dropped out of college. Four respondents from each sample dropped out of a noncollege post-high school institution. The reasons given for the decision to leave a post-high school institution were the following: not enough money, to obtain a job, to marry, and to do something more interesting. The difference between the experimental and control samples with respect to this variable is not statistically significant.

Post-High School Employment

Unemployment. At the time of the evaluation, youth from the experimental and control samples who were not attending a post-high school educational or training institution were employed, unemployed and looking for work, or unemployed and not looking for work. Tables 15 and 16 show the employment status of respondents to the questionnaire. There is no statistically significant difference between the two samples.

Job Hunting Behavior. Young people were asked to provide information about their job hunting behavior. They were asked about the number of weeks they had spent looking for a job, the number of job applications they had submitted, the number of job interviews they had obtained, the number of job offers they had received, and whether they had had a hard time finding work. Some youths, especially nonmigrants, from both samples were reluctant to provide information about their job hunting behavior. This situation makes it impossible to do statistical tests for these data. Furthermore, unless they had actively looked for a job, most youth did not provide this information. Youths who worked with or for parents, relatives, or friends had not actually hunted for a job. Table 17 shows the job hunting status of experimental and control respondents. There is no statistically significant difference between the two samples.

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Table 15

Employment Status of Noncollege Migrant Respondents from the Iowa Experimental and Control Samples

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	11 (79%)	3 (21%)	0	14
Control	24 (75%)	4 (12.5%)	4 (12.5%)	32
Totals	35	7	4	46

$\chi^2 = 2.276$, df = 2; p = not significant

Table 16

Employment Status of Noncollege, Nonmigrant Respondents from the Iowa Experimental and Control Samples

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	17 (81%)	2 (9.5%)	2 (9.5%)	21
Control	41 (89%)	1 (2%)	4 (9%)	46
Totals	58	3	6	67

$\chi^2 = 1.862$, df = 2; p = not significant

Table 17

Proportion of Iowa Respondents from the Experimental and Control Samples who had Hunted for a Full-Time Job

Sample	Hunted For a Job	Did not Hunt For a Job	Totals
Experimental	22 (63%)	13 (37%)	35
Control	45 (58%)	33 (42%)	78
Totals	67	46	113

$\chi^2 = 0.267$, df = 1; p = not significant

Job Characteristics of Employed Youths. Experimental and control respondents who were employed did not differ from one another at a statistically significant level with respect to the "job characteristic" criterion measures.

Job Satisfaction of Employed Youths. Experimental and control respondents did not differ from one another at a statistically significant level when compared for the job satisfaction criterion measure.

Social Participation Behavior

There is no statistically significant difference between the migrant respondents from the two samples with respect to their knowledge of the existence and location of recreational and essential facilities in a new town or city.

Earlier research by North Star has shown that youthful rural migrants to a new city or town tend to leave the city on weekends. They return to their homes in small rural communities for the weekend because the city is foreign to them. With respect to this variable there is no statistically significant difference between the two samples.

EVALUATION OF THE NEBRASKA PROJECT IMPLEMENTED BY THE NEBRASKA SPONSOR

General Features of the Nebraska Project

Area Served and Project Administration

The Nebraska model was designed to serve rural areas in the Great Plains region, a sparsely settled region, where the population is scattered. (See Map C on page 57.) Few community services are available to those people, and outmigration of young people is heavy.

The Nebraska model project included only in-school enrollees. The program was run by the Grand Island Diocesan Department of Education; the main office was in Grand Island.

Summer Program

The 1972 summer program emphasized the following components: special program orientation, testing, selected skill training, and a field trip to a large metropolitan area.

Only a few youths were economically disadvantaged; youths who were not economically disadvantaged participated on a part-time basis. Evening sessions were scheduled to make it possible for working youths to attend. Almost 50 percent of the enrollees participated in the summer program. Table 18 shows the participation rate of students by sex, in schools where the summer program was offered.

Table 18

Nebraska Summer Program Participation, by Sex

	Participant	Nonparticipant	Totals
Male	55 (43%)	74 (57%)	129
Female	67 (47%)	76 (53%)	143
Totals	122	150	272

School Year Program

The school year program emphasized vocational counseling, post-high school educational and vocational courses, and individualized training.

Of those youths who attended the schools where the Rural Youth Program was offered, a very high percentage enrolled in the program. Table 19 shows the proportion of the total student body, by sex, that were enrollees.

Table 19

Proportion of Participants and of Nonparticipants in Schools Where the Rural Youth Program was Offered, by Sex

	Participant	Nonparticipant	Totals
Male	120 (93%)	9 (7%)	129
Female	135 (94%)	8 (6%)	143
Totals	255	17	272

Because the program was individualized to meet the needs, interests, and availability of each enrollee, not all 255 enrollees were exposed to all the program components that were offered. Each component and the proportions of enrollees who took part in it are described in the following paragraphs.

A project vocational counselor was assigned to each local high school, and members of local high school faculties were hired to provide services to enrollees in each high school on a part-time basis. The counselors organized field trips to educational, training, and employment centers. Thirty-four youths did not participate in the counseling component of the Nebraska project. Table 20 shows the proportion of enrollees who participated in the counseling-related activities.

Table 20

Proportion of Enrollees Who Participated in the Counseling Activities, by Sex

	Participant	Nonparticipant	Totals
Male	105 (88%)	15 (12%)	120
Female	116 (86%)	19 (14%)	135
Totals	221	34	255

The project provided schools with supplemental curriculum materials and equipment. The project also provided transportation facilities so that schools could share these materials.

Because distance was a major factor, the education and training components were most effectively provided through group transportation to a training center, and by equipping a trailer to bring certain training classes to the local communities.[1/] Local craftsmen and tradesmen were also hired to provide training on an individual and small-group basis. Over 60 percent of the enrollees participated in the supplemental offerings.

Table 21

Proportion of Enrollees Who Participated in Education and Training Activities, by Sex

	Participant	Nonparticipant	Totals
Male	92 (77%)	28 (23%)	120
Female	72 (53%)	63 (47%)	135
Totals	164	91	255

1/ See Appendix D for a complete list of the educational and vocational courses offered to enrollees.

MAP C

Nebraska Model Youth Project

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Staff

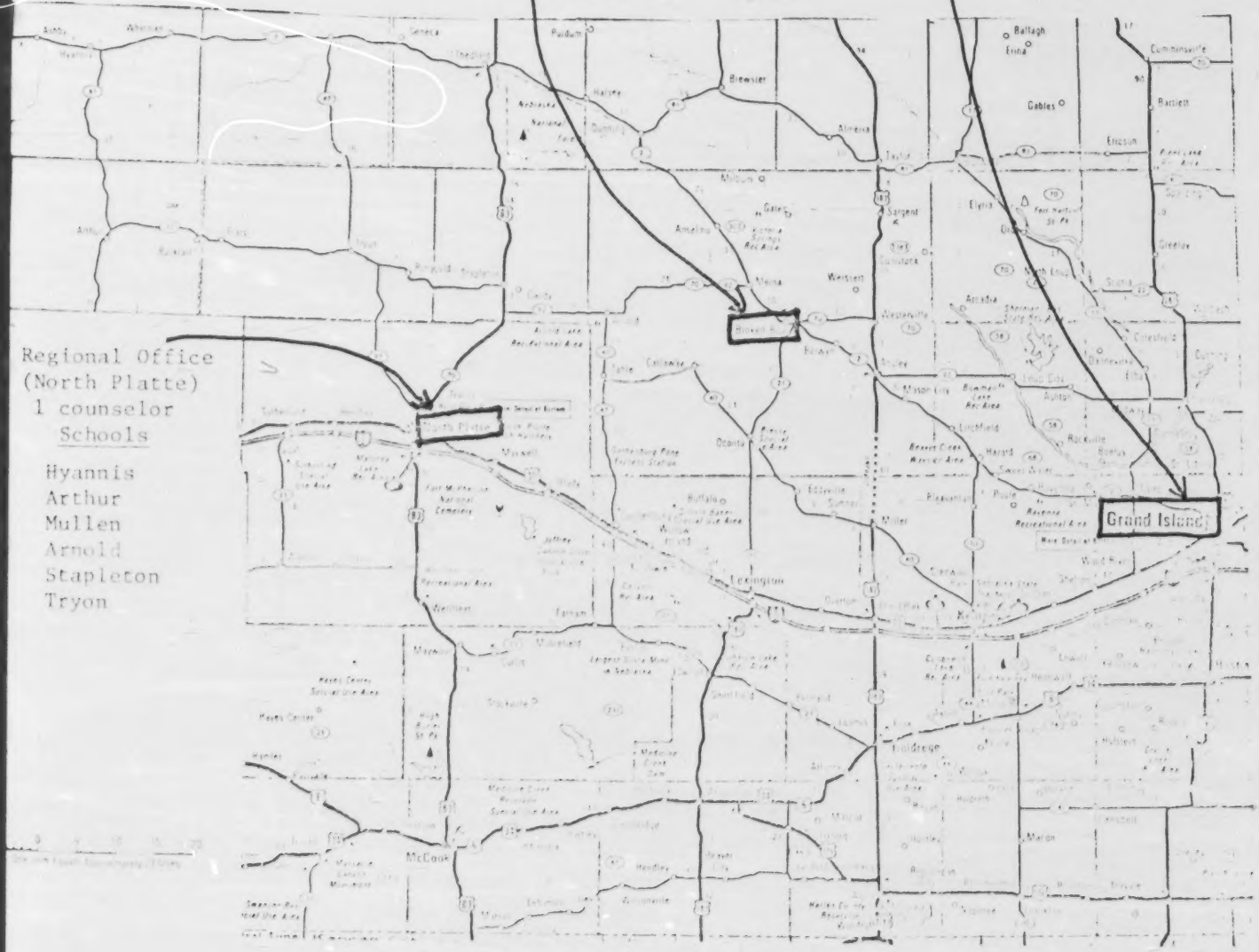
Director
Coordinator
Fiscal Officer
Secretary
Job Sepcialist
Vocational Counselor (2)
School Representatives (1 per school)

Regional Office
(Broken Bow)
1 counselor

Schools

Broken Bow
Sargent
Thedford
Anselmo-Merna
Sandhills
Taylor

Administrative Center
(Grand Island)



Regional Office
(North Platte)
1 counselor

Schools

Hyannis
Arthur
Mullen
Arnold
Stapleton
Tryon

0057

Results of the Evaluation of the Nebraska Project

Preparation of High School Seniors for a Full-time Job

There was no statistically significant difference between the experimental and control samples with respect to high school graduation or a youth's having an idea of the type of work wanted when he/she looked for a full-time job.

Only three respondents, one from the control sample and two from the experimental sample, did not graduate. The reason given for not graduating was that the youths married.

Enrollment in a Post-High School Educational or Training Institution

The difference between the respondents from the control sample and the respondents from the experimental sample with respect to the educational status variable is statistically significant ($\chi^2 = 26.983$, $df = 1$; $p = <.001$). The socioeconomic data that were used to match these two groups may not adequately reflect the characteristics of the local communities that tend to influence the enrollment of Great Plains youths in a post-high school institution. On the other hand, the control area communities also differs from the Iowa control and Minnesota experimental and control area communities at a statistically significant level. There may be special, unidentified factors in the Nebraska control area that account for the unusually large proportion of youths who enroll in a post-high school institution. Tables 22 to 26 compare the proportion of Nebraska control respondents who enrolled in a post-high school institution with the proportion from each of the other samples.

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Table 22

Proportion of Nebraska Control and Experimental Respondents Who Enrolled in a Post-High School Institution

Sample	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Nebraska Experimental	98 (52%)	89 (48%)	187
Totals	206	115	321

$\chi^2 = 26.983$, df = 1; p = <.001

Table 23

Proportion of Nebraska Control and Iowa Experimental Respondents Who Enrolled in a Post-High School Institution

Sample	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Iowa Experimental	71 (67%)	35 (33%)	106
Totals	179	61	240

$\chi^2 = 5.788$, df = 1; p = <.02

Table 24

Proportion of Nebraska Control and Iowa Control
Respondents Who Enrolled in a Post-High School Institution

Sample	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Iowa Control	83 (52%)	78 (48%)	161
Totals	191	104	295

$\chi^2 = 27.027$, df = 1; p = <.001

Table 25

Proportion of Nebraska Control and Minnesota Experimental
Respondents Who Enrolled in a Post-High School Institution

Sample	Enrolled in Post-High School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Minnesota Experimental	184 (61%)	120 (39%)	304
Totals	292	146	438

$\chi^2 = 16.859$, df = 1; p = <.001

Table 26

Proportion of Nebraska Control and Minnesota Control Respondents Who Enrolled in a Post-High School Institution

Sample	Enrolled in Post High-School Institution	Did Not Enroll	Totals
Nebraska Control	108 (80%)	26 (20%)	134
Minnesota Experimental	177 (60%)	117 (40%)	296
Totals	285	145	430

$\chi^2 = 17.855$, df = 1; p = <.001

0061

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Among those who did enroll in a post-high school institution, 66 percent of the respondents from the experimental sample and 74 percent of the respondents from the control sample enrolled in a college. The difference between the two samples with respect to the type of institution enrolled in is not statistically significant.

One male from the experimental sample and one male and one female from the control sample had dropped out of college at the time of the survey. Five females from the experimental sample and one male and two females from the control sample had dropped out of a noncollege post-high school institution. The reasons given for this decision were the following: to seek a job, to marry, to do something more interesting, and no reason. The difference between the experimental and control samples with respect to this variable is not statistically significant.

Post-High School Employment

Unemployment. At the time of the evaluation, youth from the experimental and control samples who were not attending a post-high school educational or training institution were employed, unemployed and looking for work, or unemployed and not looking for work. Tables 27 and 28 show the employment status of respondents to the questionnaire. There is no statistically significant difference between the two samples.

Table 27

Employment Status of Noncollege Migrant Respondents from the Nebraska Experimental and Control Samples

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	34 (74%)	3 (7%)	9 (19%)	46
Control	11 (85%)	0	2 (15%)	13
Totals	45	3	11	59

$\chi^2 = 1.095$, df = 2; p = not significant

Table 28

Employment Status of Noncollege, Nonmigrant Respondents from the Nebraska Experimental and Control Samples

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	30 (70%)	4 (9%)	9 (21%)	43
Control	13 (100%)	0	0	13
Totals	43	4	9	56

$\chi^2 = 5.118$, df = 2; p = not significant

Job Hunting Behavior. Young people were asked to provide information about their job hunting behavior. They were asked about the number of weeks they had spent looking for a job, the number of job applications they had submitted, the number of job interviews they had obtained, the number of job offers they had received, and whether they had had a hard time finding work. Some youths, especially nonmigrants, from both samples were reluctant to provide information about their job hunting behavior. This situation makes it impossible to do statistical tests for these data. Furthermore, unless they had actively looked for a job, most youth did not provide this information. Youths who worked with or for parents, relatives or friends had not actually hunted for a job. Table 29 shows the job hunting status of experimental and control respondents. There is no statistically significant difference between the two samples.

Table 29

Proportion of Nebraska Respondents from the Experimental and Control Samples Who had Hunted for a Full-time Job

Sample	Hunted For a Job	Did not Hunt For a Job	Totals
Experimental	41 (46%)	48 (54%)	89
Control	12 (46%)	14 (54%)	26
Totals	53	62	115

$\chi^2 = 0.000$, df = 1; p = not significant

Job Characteristics of Employed Youths. Experimental and control respondents who were employed did not differ from one another at a statistically significant level with respect to the "job characteristic" criterion measures.

Job Satisfaction of Employed Youths. Experimental and control respondents did not differ from one another at a statistically significant level when compared for the job satisfaction criterion measure.

Social Participation Behavior

There is no statistically significant difference between the migrant respondents from the two samples with respect to their knowledge of the existence and location of recreational and essential facilities in a new town or city.

Earlier research by North Star has shown that youthful rural migrants to a new city or town tend to leave the city on weekends. They return to their homes in small rural communities for the weekend because the city is foreign to them. With respect to this variable there is no statistically significant difference between the two samples.

APPENDIX A

DATA ON RETURN OF THE EVALUATION QUESTIONNAIRE

Table A-1

Proportion of Iowa and Nebraska Respondents and Nonrespondents to Mailed Questionnaire by IQ Score

	IQ Score		Totals
	<110	110 or Greater	
Respondents	303 (44%)	263 (56%)	566
Nonrespondents	170 (74%)	61 (26%)	231
Totals	473	324	797

$\chi^2 = 27.360$, df = 1; p = <.001

Table A-2

Proportion of Minnesota Respondents and Nonrespondents to Mailed Questionnaire by Class Rank

	Class Rank Percentile		Totals
	Lower 50 Percent	Upper 50 Percent	
Respondents	235 (40%)	348 (60%)	583
Nonrespondents	101 (62%)	61 (38%)	162
Totals	336	409	745

$\chi^2 = 24.864$, df = 1; p = <.001

Table A-3

Proportion of Iowa and Nebraska Experimental and Control Nonrespondents to Mailed Questionnaire by IQ Score

Sample	IQ Score		Totals
	<110	110 or Greater	
Experimental	64 (70%)	28 (30%)	92
Control	106 (76%)	33 (24%)	139
Totals	170	61	231

$\chi^2 = 1.276$, df = 1; p = not significant

Table A-4

Proportion of Minnesota Experimental and Control Nonrespondents to Mailed Questionnaire by Class Rank

Sample	Class Rank Percentile		Totals
	Lower 50 Percent	Upper 50 Percent	
Experimental	48 (65%)	26 (35%)	74
Control	53 (60%)	35 (40%)	88
Totals	101	61	162

$\chi^2 = 0.368$, df = 1; p = not significant

0068

Table A-5

Proportion of Respondents and Nonrespondents to Mailed Questionnaire by Research Sample

	Sample		
	Experimental	Control	Totals
Respondents	579 (50%)	570 (50%)	1149
Nonrespondents	186 (47%)	227 (53%)	393
Totals	745	797	1542

$\chi^2 = 3.487$, df = 1; p = not significant

0069

APPENDIX B

CHARACTERISTICS OF THE RESPONDENTS FROM THE EXPERIMENTAL AND CONTROL SAMPLES

Characteristics of Experimental and Control Sample Respondents

Sex

The male/female ratio of the experimental and control sample respondents was not significantly different, as is shown in Tables B-1 through B-4. Although the control and experimental samples for the Minnesota Indian project were not well matched with respect to sex, they also showed no significant differences (see page 25).

Table B-1

Sex of Respondents from the Minnesota White Experimental and Control Samples

Sample	Male		Female		Totals
Experimental	132	(43%)	172	(57%)	304
Control	138	(47%)	158	(53%)	296
Totals	270		330		600

$\chi^2 = 0.621$, df = 1; not significant

Table B-2

Sex of Respondents from the Minnesota Indian Experimental and Control Samples

Sample	Male		Female		Totals
Experimental	18	(36%)	32	(64%)	50
Control	4	(40%)	6	(60%)	10
Totals	22		38		60

$\chi^2 = 0.014$, df = 1; not significant

Table B-3

Sex of Respondents from the Iowa
Experimental and Control Samples

Sample	Male	Female	Totals
Experimental	55 (52%)	51 (48%)	106
Control	84 (52%)	77 (48%)	161
Totals	139	128	267

$\chi^2 = 0.002$, df = 1; not significant

Table B-4

Sex of Respondents from the Nebraska
Experimental and Control Samples

Sample	Male	Female	Totals
Experimental	82 (44%)	105 (56%)	187
Control	63 (47%)	71 (53%)	134
Totals	145	176	321

$\chi^2 = 0.316$, df = 1; not significant

0072

Intelligence

An intelligence measure was used to match the experimental and control subjects.[1/] (Class rank was used in Minnesota; IQ score, in Iowa and Nebraska.) The composition of the six groups of nonminority respondents is shown in Tables B-5 through B-13. Table B-5 shows the total Minnesota project; Table B-6, the Iowa project; and Table B-7, the Nebraska project. The χ^2 tests do not reject the hypothesis that the experimental and control respondents are from the same population (i.e., the groups appear to have similar distributions with respect to intelligence scores). The χ^2 tests for the experimental and control subsamples of youth who attended college[2/] and youth who did not attend college also do not reject the hypothesis that the subsamples are from the same population.

Table B-5

Proportion of Respondents for the Minnesota White Experimental and Control Samples by Class Rank Quartile

Sample	Class Rank								Totals
	1		2		3		4		
Experimental	94	(31%)	88	(29%)	67	(22%)	55	(18%)	304
Control	89	(30%)	84	(28%)	62	(21%)	61	(21%)	296
Totals	183		172		129		116		600

$\chi^2 = 0.627$, df = 3; p = not significant

1/ Reid, Joseph M. and Miles, Guy H., "An Evaluation of Three Experimental Rural Youth Projects: Baseline Data for Experimental and Control Groups", pp. 20-26.

2/ "College" refers to all types of post-high school education or training.

Table B-6

Proportion of Respondents From the Iowa
Experimental and Control Samples, by IQ Quartile

Sample	IQ Score				
	>129	110-129	90-109	<90	Totals
Experimental	5 (5%)	38 (36%)	53 (50%)	10 (9%)	106
Control	8 (5%)	68 (42%)	71 (44%)	14 (9%)	161
Totals	13	106	124	24	267

$\chi^2 = 1.183$, df = 3; p = not significant

Table B-7

Proportion of Respondents from the Nebraska
Experimental and Control Samples, by IQ Quartile

Sample	IQ Score				
	>129	110-129	90-109	<90	Totals
Experimental	11 (6%)	79 (42%)	92 (49%)	5 (3%)	187
Control	6 (4%)	58 (43%)	67 (50%)	3 (2%)	134
Totals	17	137	159	8	321

$\chi^2 = 0.380$, df = 3; p = not significant

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Table B-8

Proportion of Respondents from the Minnesota White Experimental and Control Samples Who Entered A Post-High School Educational Institution, by Class Rank Quartile

Sample	Class Rank				
	1	2	3	4	Totals
Experimental	81 (44%)	52 (28%)	33 (18%)	18 (10%)	184
Control	68 (38%)	56 (32%)	33 (19%)	20 (11%)	177
Totals	149	108	66	38	361

$\chi^2 = 1.058$, df = 3; p = not significant

Table B-9

Proportion of Respondents from the Minnesota White Experimental and Control Samples Who Did Not Enter A Post-High School Educational Institution, by Class Rank Quartile

Sample	Class Rank				
	1	2	3	4	Totals
Experimental	13 (11%)	36 (30%)	34 (28%)	37 (31%)	120
Control	21 (18%)	28 (24%)	29 (24%)	41 (34%)	119
Totals	34	64	63	78	239

$\chi^2 = 3.68$, df = 3; p = not significant

Table B-10

Proportion of Respondents from the Iowa Experimental and Control Samples Who Entered A Post-High School Educational Institution, by IQ Quartile

Sample	IQ>110	IQ<110	Totals
Experimental	35 (49%)	36 (51%)	71
Control	48 (58%)	34 (42%)	83
Totals	83	71	154

$\chi^2 = 1.122$, df = 1; p = not significant

Table B-11

Proportion of Respondents from the Iowa Experimental and Control Samples Who Did Not Enter A Post-High School Educational Institution, by IQ Quartile

Sample	IQ>110	IQ<110	Totals
Experimental	8 (23%)	27 (77%)	35
Control	28 (36%)	50 (64%)	78
Totals	36	77	113

$\chi^2 = 1.892$, df = 1; p = not significant

Table B-12

Proportion of Respondents from the Nebraska Experimental and Control Samples Who Entered Post-High School Educational Institution, by IQ Quartile

Sample	IQ>110	IQ<110	Totals
Experimental	58 (59%)	40 (41%)	98
Control	54 (50%)	54 (50%)	108
Totals	112	94	206

$\chi^2 = 1.747$, df = 1; p = not significant

Table B-13

Proportion of Respondents from the Nebraska Experimental and Control Samples Who Did Not Enter A Post-High School Educational Institution, by IQ Quartile

Sample	IQ>110	IQ<110	Totals
Experimental	32 (36%)	57 (64%)	89
Control	10 (38%)	16 (62%)	26
Totals	42	73	115

$\chi^2 = 0.055$, df = 1; p = not significant

The Minnesota experimental and control samples included a small number of youths for whom there was no available measure of class rank. They were included in the study because it was assumed that they were youths who had failed to complete the coursework for their senior year, and that they most likely would have fallen into the fourth quartile. Thus, "class rank data not available (NA)" would have been a meaningful category for matching purposes.

The data obtained from the respondents do not support the original assumption. Several of the "NA" youths did continue their education and training at a post-secondary institution. Therefore, the assumed reason for the missing data does not appear to have been correct. Because it cannot be assumed that the "NA" respondents would have fallen into the fourth quartile, they are not included in the evaluation. Table B-14 shows the post-high school status of the "NA" youths who responded to the questionnaire.

Table B-14

Post-High School Status of Minnesota White Experimental and Control Sample Respondents For Whom There Was No Intelligence Measure[1/]

Sample	College	Noncollege	Totals
Experimental	3 (25%)	9 (75%)	12
Control	3 (60%)	2 (40%)	5
Totals	6	11	17

$\chi^2 = 0.671$, df = 1; p = not significant

Two of the three "NA" youths in Iowa responded to the questionnaire; they were both in college. In Nebraska, two of the seven "NA" youths responded; neither was in college.

1/ There were 17 "NA" youths in the experimental sample and 10 "NA" youths in the control sample.

Family Income

Two types of family income information were available to North Star research staff: 1) the research respondents supplied family income data; 2) the rural youth projects in the experimental areas and NYC projects in the control areas also provided data about the family income of youths enrolled in their programs. However, there are problems with the information that was obtained. Many youths lack sufficiently detailed information to provide complete economic data for their families. Youth project staff are able to obtain more complete, accurate data directly from the parents; but many rural families are too proud to admit that they are economically disadvantaged, and project staff do not seek this information unless a youth enrolls in a youth program. Furthermore, in rural areas the types of jobs that are available through the youth programs are more likely to appeal to females than to males (secretarial, clerical, nurses aides, etc.). Because of this, females are recruited more often than males, who either are able to find better paying jobs or are not interested in the types of jobs available through a youth program. As a result, more females than males have some knowledge about the yearly income of their families. For matching purposes, the information obtained from the youths is a better estimate of family income.

Our data clearly indicate that, when the respondents were asked to divulge their family income, a larger proportion of females than males said they come from poor families. It appears obvious that poor families are no more likely to have a larger proportion of female children than rich families, and that an approximately equal number of males and females should indicate that they come from poor families.

Two explanations of our data are possible. The first is that males from poor families are more reluctant than females from poor families to respond to questionnaires, and that our sample of respondents does contain more poor females than poor males. The second possibility is that equal numbers of poor males and poor females responded to the questionnaire, but that the male respondents were less willing than the female respondents to provide information about family income that could be used to show that they are poor. Tables B-15 through B-17 show the data grouped according to the information received from questionnaires.

Table B-15

Proportion of Minnesota White Respondents
from the Experimental and Control Samples
Who Are from Economically Disadvantaged Families

Sample	Poor	Not Poor	Totals
Experimental			
male	34 (26%)	98 (74%)	132
female	45 (26%)	127 (74%)	172
Totals	79 (26%)	225 (74%)	304
Control			
male	35 (25%)	103 (75%)	138
female	60 (38%)	98 (62%)	158
Totals	95 (32%)	201 (68%)	296
Totals	174	426	600

Male = χ^2 = 0.005, df = 1; p = not significant
Female = χ^2 = 5.296, df = 1; p = <.025
Total = χ^2 = 2.717, df = 1; p = not significant

Table B-16

Proportion of Iowa Respondents from the
Experimental and Control Samples Who Are
from Economically Disadvantaged Famiies

Sample	Poor	Not Poor	Totals
Experimental			
male	8 (12%)	47 (88%)	55
female	18 (35%)	33 (65%)	51
Totals	26 (25%)	80 (75%)	106
Control			
male	9 (11%)	75 (89%)	84
female	15 (19%)	62 (81%)	77
Totals	24 (15%)	137 (85%)	161
Totals	50	217	267

Male = χ^2 = 0.454, df = 1; p = not significant
Female = χ^2 = 4.001, df = 1; p = <.05
Total = χ^2 = 3.887, df = 1; p = <.05

0080

Table B-17

Proportion of Nebraska Respondents from the Experimental and Control Samples Who Are from Economically Disadvantaged Families

Sample	Poor	Not Poor	Totals
Experimental			
male	5 (6%)	77 (94%)	82
female	11 (10%)	94 (90%)	105
Totals	16 (9%)	171 (91%)	187
Control			
male	2 (3%)	61 (97%)	63
female	12 (17%)	59 (83%)	71
Totals	14 (10%)	120 (90%)	134
Totals	30	291	321

Male = $\chi^2 = 0.179$, df = 1; p = not significant
Female = $\chi^2 = 1.539$, df = 1; p = not significant
Total = $\chi^2 = 0.329$, df = 1; p = not significant

APPENDIX C

CHARACTERISTICS OF THE EXPERIMENTAL AND CONTROL COMMUNITIES

The Experimental and Control Communities

Nebraska -- The Great Plains

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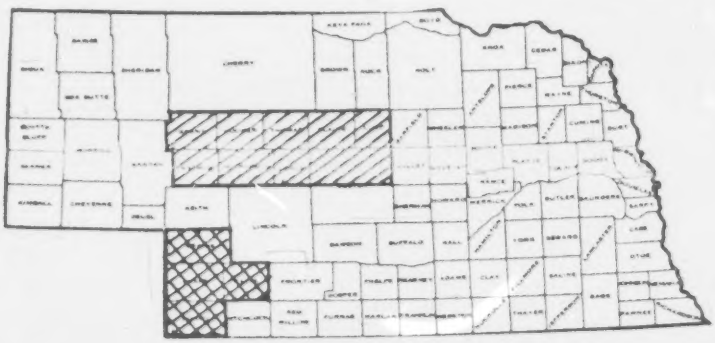

Experimental Area

Control Area

Scale in Miles:

0 100 200

The Geographic Area to be Covered. The Nebraska project serves an area of 6900 square miles of sparsely settled Nebraska Sandhills prairie. In the entire area, only four towns -- Sargent, (population 789), Arnold (population 752), Broken Bow (population 3734) and Mullen (population 667) have populations of over 500. Three of these towns are located in Custer County. In the part of Custer County that is covered by this project there are 7.1 people per square mile; the remaining 8 counties covered by the project have only 1.2 people per square mile. In the four control counties there are also four towns with over 500 population: Imperial (population 1581), Wauneta (population 738), Benkelman (population 1349) and Grant (population 1099). In these four counties there are 3.5 people per square mile.

The Economic Base of the Area. This is semi-arid ranch country. The major source of income is from the sale of livestock; few crops are grown other than hay. The average size of "farm" in Custer County is 874 acres. In the remaining counties the average size is larger, ranging up to an average of 10,415 acres per farm in Grant County. In the four control counties the average size of "farm" ranges from 952 acres in Perkins County to 1367 acres in Dundy County.

Except for Custer County, which has several small industries, there is no industry in the area covered by the model project. Two of the counties have no people employed in manufacturing and the remaining counties have 2 percent or less of their population employed in manufacturing. Less than 2 percent of the population in the control counties are employed in manufacturing.

Problems Facing Rural Youth. Youths in this area are not disadvantaged in terms of poverty, minority group membership, or lack of formal education. According to the 1970 Census of Population, the entire population of this large area included only 4 Negroes (0.02 percent of the population) and 51 (0.23 percent of the population) who are members of other minority groups (including 23 American Indians). In the four control counties there are only 2 Negroes (0.02 percent of the population) and 6 (0.05 percent of the population) who are members of the other minority groups; none of these are American Indians.

Outmigration is heavy; between 1960 and 1970 the population of the area decreased by over 12 percent. The decrease exceeded 10 percent in all but one of the nine counties. In 1970 the area population included 863 fifteen and sixteen year olds, 766 seventeen and eighteen year olds, but only 390 nineteen and twenty year olds. Thus, of those who are currently entering high school, it can be expected that at least 55 percent will move away from the region before they are 21 years of age.

The four control counties also lost over 12 percent of their populations between 1960 and 1970; 3 of these counties lost over 10 percent -- of these 3 one lost over 20 percent. In 1970 the population included 491 fifteen and sixteen year olds, 440 seventeen and eighteen year olds and 179 nineteen and twenty year olds. Thus we can expect that 63 percent of those who are entering high school now will move away from these counties before they are 21 years old.

The experimental area is not now served by NYC; the control area is served by a multi-county NYC program but there are only six enrollees in the four control counties. Several school officials who were interviewed were very skeptical that anyone would actually do anything for their area. They cited repeated instances in which surveys were taken but programs were not instituted, usually on the basis that services could not be delivered to a sparsely settled region such as this.

Iowa -- The Corn Belt

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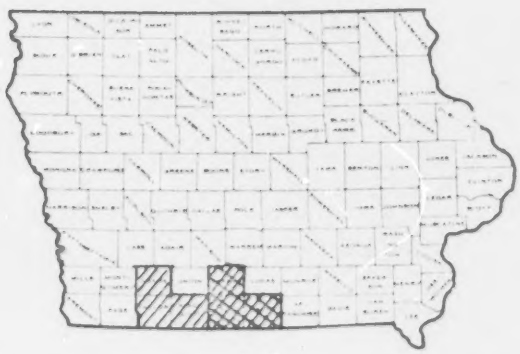

Experimental Area

Control Area

Scale in Miles:

0 100 200

The Geographic Area Covered. This project covers three counties in the Southern part of Iowa near the Missouri border. These counties are situated in the Corn Belt, but the rolling hills of the area make the land somewhat less productive than the richer soil further north. There are no towns of over 2500 population in these counties. The largest towns are Lenox (population 1215), Corning (population 2095), Bedford (population 1733), and Mount Ayr (population 1762). The three control counties are adjacent to the three experimental counties and contain two towns of over 2500 population -- Osceola (3124 population) and Lamoni (population 2540). There are two others with populations over 1000 -- Leon (population 2142) and Corydon (population 1745).

The three experimental counties cover an area of 1492 square miles and have a population density of 14.4 people per square mile. The three control counties contain a land area of 1491 square miles; the population density is 17.3 people per square mile.

The Economic Base of the Area. Over 95 percent of all the land in the three experimental counties is in farms. Over 3100 farms are in operation and average about 290 acres each. The sale of livestock provides the major portion of farm income. Most of the crops that are grown are used to feed hogs and cattle. In the three control counties over 89 percent of the land is farmed; in 1970 there were 2986 farms that averaged about 286 acres each.

Only about 2.7 percent of the population is employed in manufacturing in the experimental counties and 3.4 percent in the control counties. The small amount of industry that does exist is mainly concerned with agricultural products and their processing.

Problems Facing Rural Youth. These six counties have among the lowest median family incomes in Iowa; only 11 other counties of the 99 Iowa counties have median family incomes as low.

This is a heavy outmigration region. Between 1960 and 1970 the population of Taylor County decreased by 14.6 percent; Adams County by 15.3 percent; and Ringgold County by 19.4 percent. Among the control counties, Clarke County lost 7.8 percent of its population between 1960 and 1970; Decatur County decreased by 7.6 percent; and Wayne County lost 14.2 percent. Our previous studies have shown that a large proportion of the youth from this part of Iowa leave their home communities and move to a city. Yet, what little vocational education is offered in the schools tends to be weighted toward vocational agriculture. Only one high school offers a broad range of vocational subjects.

Minnesota -- The Northern Forest

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Experimental Area

Control Area

Scale of Miles:

0 100 200

The Geographic Area Covered. The Minnesota project serves an area of over 5200 square miles in North Central Minnesota. All of Mahnomen County, most of Crow Wing and Cass counties and parts of Beltrami, Clearwater, Todd, Hubbard and Morrison counties are included. The major trade center of the area is Brainerd, the county seat of Crow Wing County; Brainerd (population 11,667) is not covered by the project. The area includes the Red Lake Indian Reservation, most of the Leech Lake Indian Reservation, the Chippewa National Forest, and the Cuyuna Iron Range. The population density of the area is about 10.0 persons per square mile.

The control area includes all of Wadena County, most of Hubbard and Morrison counties and parts of Cass, Itasca, Koochiching and St. Louis counties. The area covered is 3,192 spare miles with a population density of 15.4 people per square mile. The only towns of any size in the control area are Little Falls (population 7467) in Morrison County and Wadena (population 4640) in Wadena County; the remaining towns are all under 1000 people. The geographic features of the area are much the same as the experimental area.

The Economic Base of the Area. Both the experimental and control areas are designated as areas of persistent unemployment for EDA purposes. The area is covered, in large part, by forests and numerous lakes. The Cuyuna Iron Range at one time provided a high level of income for the area. These mines have long since been exhausted of their better quality ore and the region has been in a serious economic decline. Only recently, some reversal of this trend has been accomplished through emphasis on the production of taconite and on the recreational potential of the area. The few farms that are operated are marginal farms and most of the farmers work part-time at other jobs.

The major town covered by the experimental program is Staples (population 2641) which, until 10 years ago, was the site of major railroad repair shops. Staples is no longer an important railroad town and efforts have been made to attract small diversified industry. A major Area Vocational-Technical School has been established in Staples; a smaller one, in Brainerd.

About 4 percent of the population of the experimental counties and 5 percent of the control counties are employed in manufacturing. The manufacturing is primarily of wood products (including paper), wood preserving, and sawmills. Numerous small dairies and dairy processing plants are also located throughout the area, and a couple of areas manufacture clothing for men and boys. Only about 5 percent of the population of the experimental area and 3 percent of the control area are employed in agricultural, forestry and fisheries occupations. Most of the counties in the whole area have less than 40 percent of the land area in farms; only four counties -- Mahnomen, Morrison, Todd and Wadena -- have between 55 and 78 percent of the area in farms.

Problems Facing the Rural Youth. Approximately 33 percent of the students enrolled in grades 10 to 12 are from families classified as being below the poverty level. Poverty is especially prevalent among the American Indians in the area.

The schools are all fairly large and range up to 421 students in Staples and 490 students in Crosby. Only the Staples school offers a full range of vocational courses. (Brainerd, which is not covered by the model, also has a full vocational education curriculum.) Few of the schools offer any type of occupational familiarization courses. Of the school districts covered by the model only Staples offers GED training.

Despite the high rate of unemployment in the area, the outmigration from this area is not particularly high. Of those six counties which are primarily experimental only three lost population; only one of these (Mahnomen County) decreased by more than 10 percent. Only three of the six counties that are primarily the control area lost population; all of them decreased by less than 7 percent. However, in the experimental counties in 1970 there were 4275 fifteen and sixteen year olds and 3437 seventeen and eighteen year olds but only 1898 nineteen and twenty year olds; thus nearly 56 percent of those entering high school now can be expected to leave the area before the age of 21. In the control counties there were

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5095 fifteen and sixteen year olds, 4112 seventeen and eighteen year olds and 2339 nineteen and twenty year olds; from these counties we can expect that about 54 percent of those entering high school now will leave the area before the age of 21.

APPENDIX D

LIST OF EDUCATION AND TRAINING COURSES OFFERED BY EXPERIMENTAL PROJECTS

MINNESOTA SPECIAL PROGRAM ORIENTATION

CONTENT OF WORLD OF WORK UNIT

A. Urban Jobs and Role of Work

B. Occupational Information

C. Job Seeking

1. Sources of help
2. State Employment Service and fee agencies
3. Personnel offices -- what they are and how to find them
4. Filling out job applications
5. The job interview
6. Sources of information and referral
7. Screening and selecting potential jobs

D. Work Routines and Careers

1. Calling absences
2. Dress/grooming
3. Breaks, lunches
4. Time/hours of work
5. Getting along with supervisors
6. Getting along with co-workers

E. Lost Job and Social Security

CONTENT OF OCCUPATIONAL FAMILIARIZATION UNIT

A. An Introduction to Career Planning

B. Occupational Information

1. Kinds of jobs
2. Work duties
3. Pay
4. Fringe benefits
5. Working conditions
6. Hours
7. Location -- rural or urban
8. Promotion

C. In-depth Occupational Exploration

CONTENT OF ORIENTATION TO HIGHER EDUCATION UNIT

A. College

1. Financial aides
2. Applying
3. Registering
4. Behavior in college
5. Description of schools
6. What to look for

B. Vocational Schools

1. How to choose a school
2. Information on schools
3. Bogus vocational institutes

CONTENT OF ORIENTATION TO URBAN LIVING UNIT

A. Your Move to the City -- Finding a Place to Live

B. Roommates

C. Drugs, Alcohol and Venereal Disease

D. Food and Diet Away from Home

E. Social Interaction

F. Personal Safety

G. Urban Transportation

H. Choosing a City

CONTENT OF FINANCIAL TRAINING UNIT

A. The Techniques in Advertising that May Mislead While Encouraging Purchases

B. Consumer Education and Consumer Rights

C. Credit

D. Contracts/Sales Agreements

E. Personal Finances and Money

F. Taxes -- Filing and Regulations

CONTENT OF COMMUNICATIONS UNIT

A. Introduction

B. Self-disclosure

C. Body Language

D. Levels of Communication

E. Thoughts and Feelings

F. Self-awareness

G. Self-esteem

H. Sharing Meaning

I. Wrap-up of the Course

CONTENT OF ORIENTATION TO THE ARMED SERVICES UNIT

A. Utilization of Military Service

1. Training opportunities -- transferability to civilian jobs
2. Pay
3. Advantages and disadvantages of service

B. Induction in Service

1. Preparation for the induction process -- what happens
2. Assessment and intake
3. How to maximize opportunities to get assignments or training of interest
4. Military experience -- preparation for service

MINNESOTA EDUCATION AND TRAINING COURSES

School	Course
Backus	Band Instrument Repair Introduction to the Computer
Cass Lake	Small Business Management Course Tutoring Course
Crosby-Ironton	Introduction to the Computer Chemistry Tutoring Course Business Education Drivers Education Basketball Officiating Training in Snowmobile Construction Math Tutoring Poetry Psychology Florist Shop Management
Motley	Introduction to the Computer
Park Rapids	Auto Body Repair Farm Implement Mechanics Tutoring
Pequot Lakes	Introduction to the Computer
Pine River	Journalism and New Communication Machine, Showcard, Lettering and Hand Lettering Photography Introduction to the Computer
Red Lake	Advanced English Tutoring

IOWA CENTERS AND "EXPLORATION STATIONS"

Mt. Ayr Center
Exploration Stations

Health Occupations

Commercial Art:

- Pottery
- Jewelry making
- Painting (acrylics)
- Interior design
- Weaving - macrame
- Ceramics
- Crocheting, knitting, needlepoint

Media:

- Photography
- Radio
- Movies

Graphics:

- Lettering
- Drawing
- Drafting

Shop:

- Auto mechanics
- Small engine mechanics
- Foundry
- Welding, electric & gas
- Carpentry
- Electricity, basic and electronics
- Aviation - ground school
- TV repair project kits

Mac Auto Body Shop
Exploration Stations

Auto Body

Frame and Body Pulls

Front End Alignment

Corning Downtown Center
Exploration Stations

Carpentry

Electricity

Ground School Aviation

Photography

Health Occupations

Interior Design

NEBRASKA EDUCATION AND TRAINING COURSES

MID-PLAINS VOCATIONAL TECHNICAL SCHOOL

Diesel Mechanics
Auto Mechanics
Finish Carpentry
Training for Nurses Aide
Livestock Production
Survey Data Processing
Arc and Oxy-Acetylene
Offset
Machine Shop
Consumer Economics
Pilot Ground School
Blueprint Reading
Upholstery
Secretarial Typing
Photography
Office Machines Practice
Survey of Sheet Metal
English
Psychology
Computer Science

KEARNEY STATE COLLEGE

English
Psychology

NORTH PLATTE JUNIOR COLLEGE

English
Speech
Psychology

APPENDIX E

TABLES OF VARIABLES USED TO MEASURE PREPARATION OF HIGH SCHOOL SENIORS FOR FULL-TIME JOBS

Table E-1

Respondents from the Minnesota White Experimental and Control Samples Who Graduated or Did Not Graduate from High School

Sample	Graduated	Did Not Graduate	Totals
Experimental	293 (96%)	11 (4%)	304
Control	292 (99%)	4 (1%)	296
Totals	585	15	600

$\chi^2 = 3.162$, df = 1; p = not significant

Table E-2

Respondents from the Iowa Experimental and Control Samples Who Graduated or Did Not Graduate from High School

Samples	Graduated	Did Not Graduate	Totals
Experimental	106 (100%)	0 (0%)	106
Control	159 (99%)	2 (1%)	161
Totals	265	2	267

$\chi^2 = 0.182$, df = 1; p = not significant

Table E-3

Respondents from the Nebraska Experimental and Control Samples Who Graduated or Did Not Graduate from High School

Sample	Graduated	Did Not Graduate	Totals
Experimental	185 (99%)	2 (1%)	187
Control	133 (99%)	1 (1%)	134
Totals	318	3	321

$\chi^2 = 0.085$, df = 1; p = not significant

Table E-4

Proportion of Job-Seeking Respondents from the Minnesota White Experimental and Control Samples Who Had an Idea of the Type of Work They Desired

Sample	Had an Idea of Type of Work Desired	Had No Idea of Type of Work Desired	Totals
Experimental	69 (58%)	51 (42%)	120
Control	67 (57%)	51 (43%)	118
Totals	136	102	238

$\chi^2 = 0.0003$, df = 1; p = not significant

Table E-5

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Proportion of Job-Seeking Respondents from the Iowa Experimental and Control Samples Who Had an Idea of the Type of Work They Desired

Sample	Had an Idea of Type of Work Desired	Had No Idea of Type of Work Desired	Totals
Experimental	20 (57%)	15 (43%)	35
Control	55 (71%)	23 (29%)	78
Totals	75	38	113

$\chi^2 = 1.934$, df = 1; p = not significant

Table E-6

Proportion of Job-Seeking Respondents from the Nebraska Experimental and Control Samples Who Had an Idea of the Type of Work They Desired

Sample	Had an Idea of Type of Work Desired	Had No Idea of Type of Work Desired	Totals
Experimental	56 (63%)	33 (37%)	89
Control	13 (50%)	13 (50%)	26
Totals	69	46	115

$\chi^2 = 1.399$, df = 1; p = not significant

APPENDIX F

TABLES OF VARIABLES USED FOR THE POST-HIGH SCHOOL EDUCATION AND TRAINING CRITERION MEASURES

Table F-1

Post-High School Educational Status
of Respondents from the Minnesota
White Experimental and Control Samples

Sample	Enrolled	Did Not Enroll	Totals
Experimental	184 (61%)	120 (39%)	304
Control	177 (60%)	119 (40%)	296
Totals	251	239	600

$\chi^2 = 0.033$, df = 1; p = not significant

Table F-2

Post-High School Educational Status
of Respondents from the Iowa
Experimental and Control Samples

Sample	Enrolled	Did Not Enroll	Totals
Experimental	71 (67%)	35 (33%)	106
Control	83 (52%)	78 (48%)	161
Totals	154	113	267

$\chi^2 = 6.232$, df = 1; p = <.02

Table F-3

Post-High School Educational Status
of Respondents from the Nebraska
Experimental and Control Samples

Sample	Enrolled	Did Not Enroll	Totals
Experimental	98 (52%)	89 (48%)	187
Control	108 (81%)	26 (19%)	134
Totals	206	115	321

$\chi^2 = 26.983$, df = 1; p = <.001

Table F-4

Post High School Enrollment of Respondents
from the Minnesota White Experimental
and Control Samples by Type of Institution

Sample	College	Other	Totals
Experimental	99 (54%)	85 (46%)	184
Control	77 (44%)	100 (56%)	177
Totals	176	185	361

$\chi^2 = 3.831$, df = 1; p = not significant

Table F-5

Post High School Enrollment of Respondents
from the Iowa Experimental
and Control Samples by Type of Institution

Sample	College	Other	Totals
Experimental	39 (55%)	32 (45%)	71
Control	61 (73%)	22 (27%)	83
Totals	100	54	154

$\chi^2 = 5.791$, df = 1; p = $<.02$

Table

Post High School Enrollment of Respondents
from the Nebraska Experimental
and Control Samples by Type of Institution

Sample	College	Other	Totals
Experimental	65 (66%)	33 (34%)	98
Control	80 (74%)	28 (26%)	108
Totals	145	61	206

$\chi^2 = 1.479$, df = 1; p = not significant

Table F-7

Proportion of Minnesota White Respondents from the Experimental and Control Samples Enrolled in a Post-High School Institution who Dropped Out of the Institution

Sample	Dropped Out	Did Not Drop Out	Totals
Experimental	23 (13%)	161 (87%)	184
Control	13 (7%)	164 (93%)	177
Totals	36	325	361

$\chi^2 = 2.670$, df = 1; p = not significant

Table F-8

Proportion of Iowa Respondents from the Experimental and Control Samples Enrolled in a Post-High School Institution who Dropped Out of the Institution

Sample	Dropped Out	Did Not Drop Out	Totals
Experimental	5 (7%)	66 (93%)	71
Control	8 (10%)	75 (90%)	83
Totals	13	141	154

$\chi^2 = 0.333$, df = 1; p = not significant

Table F-9

Proportion of Nebraska Respondents from the
Experimental and Control Samples Enrolled in a
Post-High School Institution who Dropped Out of the Institution

Sample	Dropped Out	Did Not Drop Out	Totals
Experimental	6 (6%)	92 (94%)	98
Control	5 (5%)	103 (95%)	108
Totals	11	195	206

$\chi^2 = 0.226$, df = 1; p = not significant

APPENDIX G

TABLES OF VARIABLES USED AS CRITERION MEASURES OF POST-HIGH SCHOOL EMPLOYMENT

Table G-1

Proportion of Minnesota White Migrant Respondents from the Experimental and Control Samples Who Had a Hard Time Finding Work

Sample	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	18 (42%)	25 (58%)	43
Control	14 (33%)	28 (67%)	42
Totals	32	53	85

$\chi^2 = 0.658$, df = 1; p = not significant

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Table G-2

Proportion of Minnesota White Nonmigrant Respondents from the Experimental and Control Samples Who Had a Hard Time Finding Work

Sample	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	19 (54%)	16 (46%)	35
Control	13 (38%)	21 (62%)	34
Totals	32	37	69

$\chi^2 = 1.786$, df = 1; p = not significant

Table G-3

Proportion of Iowa Migrant Respondents from the Experimental and Control Samples Who Had a Hard Time Finding Work

Sample	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	5 (45%)	6 (55%)	11
Control	7 (33%)	14 (67%)	21
Totals	12	20	32

χ^2 =0.083, df = 1; p = not significant

Table G-4

Proportion of Iowa Nonmigrant Respondents from the Experimental and Control Samples Who Had a Hard Time Finding Work

Sample	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	2 (18%)	9 (82%)	11
Control	8 (33%)	16 (67%)	24
Totals	10	25	35

χ^2 =0.268, df = 1; p = not significant

Table G-5

Proportion of Nebraska Migrant Respondents from the Experimental and Control Samples Who Had a Hard Time Finding Work

Sample	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	6 (23%)	20 (77%)	26
Control	2 (40%)	5 (60%)	7
Totals	8	25	33

χ^2 =0.038, df = 1; p = not significant

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Table G-6

Proportion of Nebraska Nonmigrant Respondents from the Experimental and Control Samples Who Had a Hard Time Finding Work

Sample	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	6 (40%)	9 (60%)	15
Control	0	5 (100%)	5
Totals	6	14	20

χ^2 = 1.269, df = 1; p = not significant

Table G-7

Type of Job Held by Minnesota White Migrant
Respondents from the Experimental and Control Samples

Sample	Type of Job		Totals
	Blue Collar	White Collar	
Experimental	27 (75%)	9 (25%)	36
Control	30 (73%)	11 (27%)	41
Totals	57	20	77

χ^2 =0.033, df = 1; p = not significant

Table G-8

Type of Job Held by Minnesota White Nonmigrant
Respondents from the Experimental and Control Samples

Sample	Type of Job		Totals
	Blue Collar	White Collar	
Experimental	19 (61%)	12 (39%)	31
Control	36 (88%)	5 (12%)	41
Totals	55	17	72

χ^2 = 6.881, df = 1; p = <.01

Table G-9

Type of Job Held by Iowa Migrant Respondents
from the Experimental and Control Samples

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Sample	Type of Job		Totals
	Blue Collar	White Collar	
Experimental	6 (67%)	3 (33%)	9
Control	15 (75%)	5 (25%)	20
Totals	21	8	29

χ^2 =0.002, df = 1; p = not significant

Table G-10

Type of Job Held by Iowa Nonmigrant Respondents
from the Experimental and Control Samples

Sample	Type of Job		Totals
	Blue Collar	White Collar	
Experimental	14 (88%)	2 (12%)	16
Control	28 (85%)	5 (15%)	33
Totals	42	7	49

χ^2 =0.034, df = 1; p = not significant

Table G-11

Type of Job Held by Nebraska Migrant Respondents
from the Experimental and Control Samples

Sample	Type of Job		Totals
	Blue Collar	White Collar	
Experimental	20 (71%)	8 (29%)	28
Control	5 (63%)	3 (37%)	8
Totals	25	11	36

$\chi^2 = 0.002$, df = 1; p = not significant

Table G-12

Type of Job Held by Nebraska Nonmigrant Respondents
from the Experimental and Control Samples

Sample	Type of Job		Totals
	Blue Collar	White Collar	
Experimental	23 (88%)	3 (12%)	26
Control	10 (100%)	0	10
Totals	33	3	36

$\chi^2 = 0.201$, df = 1; p = not significant

Table G-13

Weeks Minnesota White Migrant Respondents
from the Experimental and Control Samples were Employed

Sample	Weeks Employed		Totals
	<13	13 or More	
Experimental	24 (63%)	14 (37%)	38
Control	20 (50%)	20 (50%)	40
Totals	44	34	78

$\chi^2 = 1.372$, df = 1; p = not significant

Table G-14

Weeks Minnesota White Nonmigrant Respondents
from the Experimental and Control Samples were Employed

Sample	Weeks Employed		Totals
	<13	13 or More	
Experimental	11 (35%)	20 (65%)	31
Control	16 (39%)	25 (61%)	41
Totals	27	45	72

$\chi^2 = 0.094$, df = 1; p = not significant

Table G-15

Weeks Iowa Migrant Respondents
from the Experimental and Control Samples were Employed

Sample	Weeks Employed		Totals
	<13	13 or More	
Experimental	6 (67%)	3 (33%)	9
Control	10 (50%)	10 (50%)	20
Totals	16	13	29

χ^2 =0 .697, df = 1; p = not significant

Table G-16

Weeks Iowa Nonmigrant Respondents
from the Experimental and Control Samples were Employed

Sample	Weeks Employed		Totals
	<13	13 or More	
Experimental	7 (50%)	7 (50%)	14
Control	12 (40%)	18 (60%)	30
Totals	19	25	44

χ^2 = 0.389, df = 1; p = not significant

Table G-17

Weeks Nebraska Migrant Respondents
from the Experimental and Control Samples were Employed

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Sample	Weeks Employed		Totals
	<13	13 or More	
Experimental	15 (52%)	14 (48%)	29
Control	6 (87%)	3 (33%)	9
Totals	21	17	38

χ^2 =0.163, df = 1; p = not significant

Table G-18

Weeks Nebraska Nonmigrant Respondents
from the Experimental and Control Samples were Employed

Sample	Weeks Employed		Totals
	<13	13 or More	
Experimental	7 (29%)	17 (71%)	24
Control	0	6 (100%)	6
Totals	7	23	30

χ^2 =0.943, df = 1; p = not significant

Table G-19

Hourly Wage Earned by Minnesota White Migrant
Respondents from the Experimental and Control Samples

Sample	Hourly Wage		Totals
	$2.40 or less	$> 2.40	
Experimental	22 (61%)	14 (39%)	36
Control	21 (51%)	20 (49%)	41
Totals	43	34	77

$\chi^2 = 0.761$, df = 1; p = not significant

Table G-20

Hourly Wage Earned by Minnesota White Nonmigrant
Respondents from the Experimental and Control Samples

Sample	Hourly Wage		Totals
	$2.40 or less	$>2.40	
Experimental	19 (63%)	11 (37%)	30
Control	31 (78%)	9 (22%)	40
Totals	50	20	70

$\chi^2 = 1.686$, df = 1; p = not significant

Table G-21

Hourly Wage Earned by Iowa Migrant
Respondents from the Experimental and Control Samples

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Sample	Wages Earned		Totals
	$2.40 or less	≥ 2.40	
Experimental	7 (88%)	1 (12%)	8
Control	10 (50%)	10 (50%)	20
Totals	17	11	28

$\chi^2 = 1.980$, df = 1; p = not significant

Table G-22

Hourly Wage Earned by Iowa Nonmigrant
Respondents from the Experimental and Control Samples

Sample	Wages Earned		Totals
	$2.40 or less	≥ 2.40	
Experimental	11 (79%)	3 (21%)	14
Control	19 (63%)	11 (37%)	30
Totals	30	14	44

$\chi^2 = 0.440$, df = 1; p = not significant

Table G-23

Hourly Wage Earned by Nebraska Migrant
Respondents from the Experimental and Control Samples

Sample	Hourly Wage Earned		Totals
	$2.40 or less	$>2.40	
Experimental	24 (83%)	5 (17%)	29
Control	8 (89%)	1 (11%)	9
Totals	30	6	38

χ^2 =0.007, df = 1; p = not significant

Table G-24

Hourly Wage Earned by Nebraska Nonmigrant
Respondents from the Experimental and Control Samples

Sample	Hourly Wage Earned		Totals
	$ 2.40 or less	$> 2.40	
Experimental	22 (85%)	4 (15%)	26
Control	5 (63%)	3 (37%)	8
Totals	27	7	34

χ^2 =0.727, df = 1; p = not significant

Table G-25

Proportion of Employed Minnesota White Migrant Respondents from the Experimental and Control Respondents Who Found the Type of Work They Wanted

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Sample	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	14 (39%)	22 (61%)	36
Control	18 (60%)	12 (40%)	30
Totals	32	34	66

$\chi^2 = 2.920$, df = 1; p = not significant

Table G-26

Proportion of Employed Minnesota White Nonmigrants Respondents from the Experimental and Control Respondents Who Found the Type of Work They Wanted

Sample	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	15 (68%)	7 (32%)	22
Control	21 (58%)	15 (42%)	36
Totals	36	22	58

$\chi^2 = 0.563$, df = 1; p = not significant

Table G-27

Proportion of Employed Iowa Migrant Respondents
from the Experimental and Control Respondents
Who Found the Type of Work they Wanted

Sample	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	3 (50%)	3 (50%)	6
Control	11 (58%)	8 (42%)	19
Totals	14	11	25

$\chi^2 = 0.017$, df = 1; p = not significant

Table G-28

Proportion of Employed Iowa Nonmigrant Respondents
from the Experimental and Control Respondents
Who Found the Type of Work they Wanted

Sample	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	7 (70%)	3 (30%)	10
Control	20 (69%)	9 (31%)	29
Totals	27	12	39

$\chi^2 = 0.113$, df = 1; p = not significant

Table G-29

Proportion of Employed Nebraska Migrant Respondents from the Experimental and Control Respondents Who Found the Type of Work they Wanted

Sample	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	17 (68%)	8 (32%)	25
Control	9 (100%)	0	9
Totals	26	8	34

$\chi^2 = 2.198$, df = 1; p = not significant

Table G-30

Proportion of Employed Nebraska Nonmigrant Respondents from the Experimental and Control Respondents Who Found the Type of Work they Wanted

Sample	Found Type of Work	Did Not Find Type of Work	Totals
Experimental	17 (71%)	7 (29%)	24
Control	3 (75%)	1 (25%)	4
Totals	20	8	28

$\chi^2 = 0.182$, df = 1; p = not significant

APPENDIX H

TABLES OF VARIABLES USED FOR THE SOCIAL PARTICIPATION CRITERION MEASURES

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Table H-1

Proportion of Minnesota Migrant Respondents from the Experimental and Control Samples Who Had a Good to Fair Knowledge of Recreational Facilities in a New Town or City

Sample	Knowledge of Recreational Facilities		Totals
	Good to Fair	Poor	
Experimental	36 (59%)	25 (41%)	61
Control	30 (73%)	11 (27%)	41
Totals	66	36	102

$\chi^2 = 2.151$, df = 1; p = not significant

Table H-2

Proportion of Iowa Migrant Respondents from the Experimental and Control Samples Who Had a Good to Fair Knowledge of Recreational Facilities in a New Town or City

Sample	Knowledge of Recreational Facilities		Totals
	Good to Fair	Poor	
Experimental	7 (70%)	3 (30%)	10
Control	14 (70%)	6 (30%)	20
Totals	21	9	30

$\chi^2 = 0.179$, df = 1; p = not significant

Table H-3

Proportion of Nebraska Migrant Respondents from the Experimental and Control Samples Who Had a Good to Fair Knowledge of Recreational Facilities in a New Town or City

Sample	Knowledge of Recreational Facilities		Totals
	Good to Fair	Poor	
Experimental	25 (73%)	9 (27%)	34
Control	5 (83%)	1 (17%)	6
Totals	30	10	40

χ^2 = 0.000, df = 1; p = not significant

Table H-4

Proportion of Minnesota Migrant Respondents from the Experimental and Control Samples Who Had a Good to Fair Knowledge of Essential Facilities in a New Town or City

Sample	Knowledge of Essential Facilities		Totals
	Good to Fair	Poor	
Experimental	51 (82%)	11 (18%)	62
Control	40 (97%)	1 (3%)	41
Totals	91	12	103

χ^2 = 4.227, df = 1; p = <.05

Table H-5

Proportion of Iowa Migrant Respondents from the Experimental and Control Samples Who Had a Good to Fair Knowledge of Essential Facilities in a New Town or City.

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Sample	Knowledge of Essential Facilities		Totals
	Good to Fair	Poor	
Experimental	9 (90%)	1 (10%)	10
Control	16 (80%)	4 (20%)	20
Totals	25	5	30

$\chi^2 = 0.030$, df = 1; p = not significant

Table H-6

Proportion of Nebraska Migrant Respondents from the Experimental and Control Samples Who Had a Good to Fair Knowledge of Essential Facilities in a New Town or City

Sample	Knowledge of Essential Facilities		Totals
	Good to Fair	Poor	
Experimental	26 (76%)	8 (14%)	34
Control	5 (83%)	1 (17%)	6
Totals	31	9	40

$\chi^2 = 0.025$, df = 1; p = not significant

Table H-7

Proportion of Migrant Respondents from the Minnesota Experimental and Control Samples Who Spent 50 Percent or More of Their Weekends in the City

Sample	50% or More	Less than 50%	Totals
Experimental	40 (68%)	19 (32%)	59
Control	20 (50%)	20 (50%)	40
Totals	60	39	99

$\chi^2 = 3.162$, df = 1; p = not significant

Table H-8

Proportion of Migrant Respondents from the Iowa Experimental and Control Samples Who Spent 50 Percent or More of Their Weekends in the City

Sample	50% or More	Less than 50%	Totals
Experimental	7 (64%)	4 (36%)	11
Control	10 (50%)	10 (50%)	20
Totals	17	14	31

$\chi^2 = 0125$, df = 1; p = not significant

Table H-9

Proportion of Migrant Respondents from the Nebraska Experimental and Control Samples Who Spent 50 Percent or More of Their Weekends in the City

Sample	50% or More	Less than 50%	Totals
Experimental	23 (74%)	8 (26%)	31
Control	6 (100%)	0	6
Totals	29	8	37

χ^2 =0.746, df = 1; p = not significant

APPENDIX I

TABLES COMPARING AMERICAN INDIAN RESPONDENTS FROM THE MINNESOTA EXPERIMENTAL AND CONTROL SAMPLES

Race

The Iowa and Nebraska research populations did not include a minority subgroup. The Minnesota experimental program enrolled American Indian youth. (The reasons for the enrollment of American Indian youth and the problems created for the evaluation because of the small number of Indian youth available for the control sample are described on page 25. Because of the small number of youth in the control sample, a statistical analysis of the data for American Indian experimental and control samples is impossible. A summary of the data for the Minnesota minority subgroup is included in Tables I-1 through I-7).

Table I-1

Proportion of Minnesota American Indian Respondents in the Experimental and Control Samples by Class Rank

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Sample	Class Rank		Totals
	Upper 50%	Lower 50%	
Experimental	20 (40%)	30 (60%)	50
Control	5 (50%)	5 (50%)	10
Totals	25	35	60

$\chi^2 = 0.0549$, df = 1; p = not significant

Table I-2

Respondents from the Minnesota Indian Experimental and Control Samples Who Graduated from or Did Not Graduate from High School

Sample	Graduated	Did Not Graduate	Totals
Experimental	46 (92%)	4 (8%)	50
Control	8 (80%)	2 (20%)	10
Totals	54	6	60

χ^2 =0.333, df = 1; p = not significant

Table I-3

Proportion of Job-Seeking Respondents from the Minnesota Indian Experimental and Control Samples Who Had an Idea of the Type of Work They Desired

Sample	Had an Idea of Type of Work Desired	Had No Idea of Type of Work Desired	Totals
Experimental	5 (23%)	17 (77%)	22
Control	3 (100%)	0	3
Totals	8	17	25

χ^2 = 4.1284, df = 1; p = <.05

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Table I-4

Post-High School Educational Status of Respondents from the Minnesota Indian Experimental and Control Samples

Sample	Enrolled	Did Not Enroll	Totals
Experimental	28 (56%)	22 (44%)	50
Control	7 (70%)	3 (30%)	10
Totals	35	25	60

$\chi^2 = 0.219$, df = 1; p = not significant

Table I-5

Proportion of Minnesota Indian Respondents from the Experimental and Control Samples Who Had Hunted for a Full-Time Job

Sample	Hunted For a Job	Did Not Hunt For a Job	Totals
Experimental	14 (64%)	8 (36%)	22
Control	1 (33%)	2 (67%)	3
Totals	15	10	25

$\chi^2 = 0.142$, df = 1; p = not significant

Table I-6

Proportion of the Minnesota Indian Respondents from the Experimental and Control Samples Who Had a Hard Time Finding Work

Sample	Had a Hard Time Finding Work	Did Not Have a Hard Time Finding Work	Totals
Experimental	12 (55%)	10 (45%)	22
Control	1 (33%)	2 (67%)	3
Totals	13	12	25

χ^2 =0.005, df = 1; p = not significant

Table I-7

Employment Status of Noncollege Respondents from the Minnesota Indian Experimental and Control Samples

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	6 (27%)	9 (41%)	7 (32%)	22
Control	3 (100%)	0	0	3
Totals	9	9	7	25

χ^2 = 6.061, df = 2; p = not significant

APPENDIX J

TABLES COMPARING NYC RESPONDENTS FROM THE CONTROL SAMPLE WITH SUMMER EXPERIMENTAL PROJECT RESPONDENTS

Neighborhood Youth Corps

Although youths selected to be controls for experimental youth program enrollees did not participate in the experimental program, some of them did participate in the NYC programs in the control areas. The number of Nebraska control youths who were enrolled in NYC was so small that no analysis of this group is possible. The NYC youths in Minnesota and Iowa were matched with economically disadvantaged youths who participated in the experimental summer program.[/1] Chi-squared tests of significance show that the two groups are adequately matched with respect to the sex and intelligence variables (see Tables J-1 to J-4). With respect to the criterion measures used to evaluate the experimental program the Minnesota and Iowa experimental samples do not differ from the control samples at a statistically significant level. A summary of the data for the NYC and summer experimental program subgroups is included in Tables J-5 through J-14.

/1 In order to participate in NYC youths must be economically disadvantaged. The NYC programs in the Iowa and Minnesota control counties are primarily summer programs.

Table J-1

Sex of White Economically Disadvantaged
Respondents Who Participated in a Summer Youth
Program in the Minnesota Experimental and Control Areas

Sample	Sex		Totals
	Male	Female	
Experimental	33 (44%)	42 (56%)	75
Control	20 (27%)	53 (73%)	73
Totals	53	95	148

$\chi^2 = 4.436$ df = 1; p = <.05

Table J-2

Proportion of White Economically Disadvantaged
Respondents Who Participated in a Summer Youth Program
in the Minnesota Experimental and Control Areas, by Class Rank

Sample	Class Rank		Totals
	Upper 50%	Lower 50%	
Experimental	41 (55%)	34 (45%)	75
Control	35 (48%)	38 (52%)	73
Totals	76	72	148

$\chi^2 = 0.669$ df = 1; p = not significant

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Table J-3

Sex of Iowa Economically Disadvantaged Respondents Who Participated in a Summer Youth Program in the Iowa Experimental and Control Areas

Sample	Sex		Totals
	Male	Female	
Experimental	10 (40%)	15 (60%)	25
Control	10 (42%)	14 (58%)	24
Totals	20	29	49

$\chi^2 = 0.014$, df = 1; p = not significant

Table J-4

Proportion of Iowa Economically Disadvantaged Respondents Who Participated in a Summer Youth Program in the Iowa Experimental and Control Areas, by IQ Score

Sample	IQ Score		Totals
	>110	<110	
Experimental	9 (36%)	16 (64%)	25
Control	13 (54%)	11 (46%)	24
Totals	22	27	49

$\chi^2 = 1.634$, df = 1; p = not significant

Table J-5

NYC and Summer Experimental Respondents from the Minnesota Experimental and Control Samples Who Graduated from or Did Not Graduate from High School

Sample	Graduated	Did Not Graduate	Totals
Experimental	70 (93%)	5 (7%)	75
Control	71 (97%)	2 (3%)	73
Totals	141	7	148

χ^2 =0.545, df = 1; p = not significant

Table J-6

NYC and Summer Experimental Respondents from the Iowa Experimental and Control Samples Who Graduated from or Did Not Graduate from High School

Sample	Graduated	Did Not Graduate	Totals
Experimental	25 (100%)	0	25
Control	23 (96%)	1 (4%)	24
Totals	48	1	49

χ^2 =0.000, df = 1; p = not significant

Table J-7

Proportion of Job-Seeking NYC and Summer Experimental Respondents from the Minnesota White Experimental and Control Samples Who Had an Idea of the Type of Work They Desired

Sample	Had an Idea of Type of Work Desired	Had No Idea of Type of Work Desired	Totals
Experimental	22 (69%)	10 (31%)	32
Control	20 (63%)	12 (37%)	32
Totals	42	22	64

χ^2 =0.277, df = 1; p = not significant

Table J-8

Proportion of Job-Seeking NYC and Summer Experimental Respondents from the Iowa Experimental and Control Samples Who Had an Idea of the Type of Work They Desired

Sample	Had an Idea of Type of Work Desired	Had No Idea of Type of Work Desired	Totals
Experimental	5 (50%)	5 (50%)	10
Control	9 (64%)	5 (36%)	14
Totals	14	10	24

χ^2 =0.078, df = 1; p = not significant

Table J-9

Post-High School Educational Status of NYC and Summer Experimental Respondents from the Minnesota White Experimental and Control Samples

Sample	Enrolled	Did Not Enroll	Totals
Experimental	45 (60%)	30 (40%)	75
Control	41 (56%)	32 (44%)	73
Totals	86	62	148

$\chi^2 = 0.224$, df = 1; p = not significant

Table J-10

Post-High School Educational Status of NYC and Summer Experimental Respondents from the Iowa Experimental and Control Samples

Sample	Enrolled	Did Not Enroll	Totals
Experimental	15 (60%)	10 (40%)	25
Control	10 (42%)	14 (58%)	24
Totals	25	24	49

$\chi^2 = 1.647$, df = 1; p = not significant

Table J-11

Proportion of Minnesota White NYC and Summer Experimental Program Respondents Who Had Hunted for a Full-Time Job

Sample	Hunted For a Job	Did Not Hunt For a Job	Totals
Experimental	27 (72%)	6 (18%)	33
Control	22 (67%)	11 (33%)	33
Totals	49	17	66

χ^2 = 1.981, df = 1; p = not significant

Table J-12

Proportion of Iowa NYC and Summer Experimental Program Respondents Who Had Hunted for a Full-Time Job

Sample	Hunted For a Job	Did Not Hunt For a Job	Totals
Experimental	9 (75%)	3 (25%)	12
Control	9 (60%)	6 (40%)	15
Totals	18	9	27

χ^2 =0.169, df = 1; p = not significant

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Table J-13

Employment Status of Summer NYC and Experimental Program Respondents from the Minnesota White Experimental and Control Samples

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	18 (55%)	12 (36%)	3 (9%)	33
Control	28 (85%)	3 (9%)	2 (6%)	33
Totals	46	15	5	66

$\chi^2 = 7.774$, df = 1; p = <.01

Table J-14

Exployment Status of Summer NYC and Experimental Program Respondents from the Iowa Experimental and Control Samples

Sample	Employed	Unemployed, Looking	Unemployed, Not Looking	Totals
Experimental	7 (58%)	5 (42%)	0	12
Control	12 (80%)	2 (13%)	1 (7%)	15
Totals	19	7	1	27

$\chi^2 = 3.309$, df = 1; p = not significant